

THE
INDIAN LIBRARY ASSOCIATION

PROCEEDINGS

OF THE

THIRD ALL-INDIA LIBRARY CONFERENCE

HELD AT DELHI

FROM THE

(AC)

2nd to 24th December. 1937

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OF VALUE TO—

RESEARCH WORKERS

ESPECIALLY IN THE FIELD OF SCIENCE

The Indian Library Association is compiling a Union Catalogue of all the scientific periodicals and journals to be found in important libraries of India, such as the University libraries, well-known Public libraries, and libraries of scientific departments of the Government of India, and of Provincial Governments.

Under preparation, and expected to be out in about a year's time.

Honorary General Secretary,

Indian Library Association,

Imperial Library

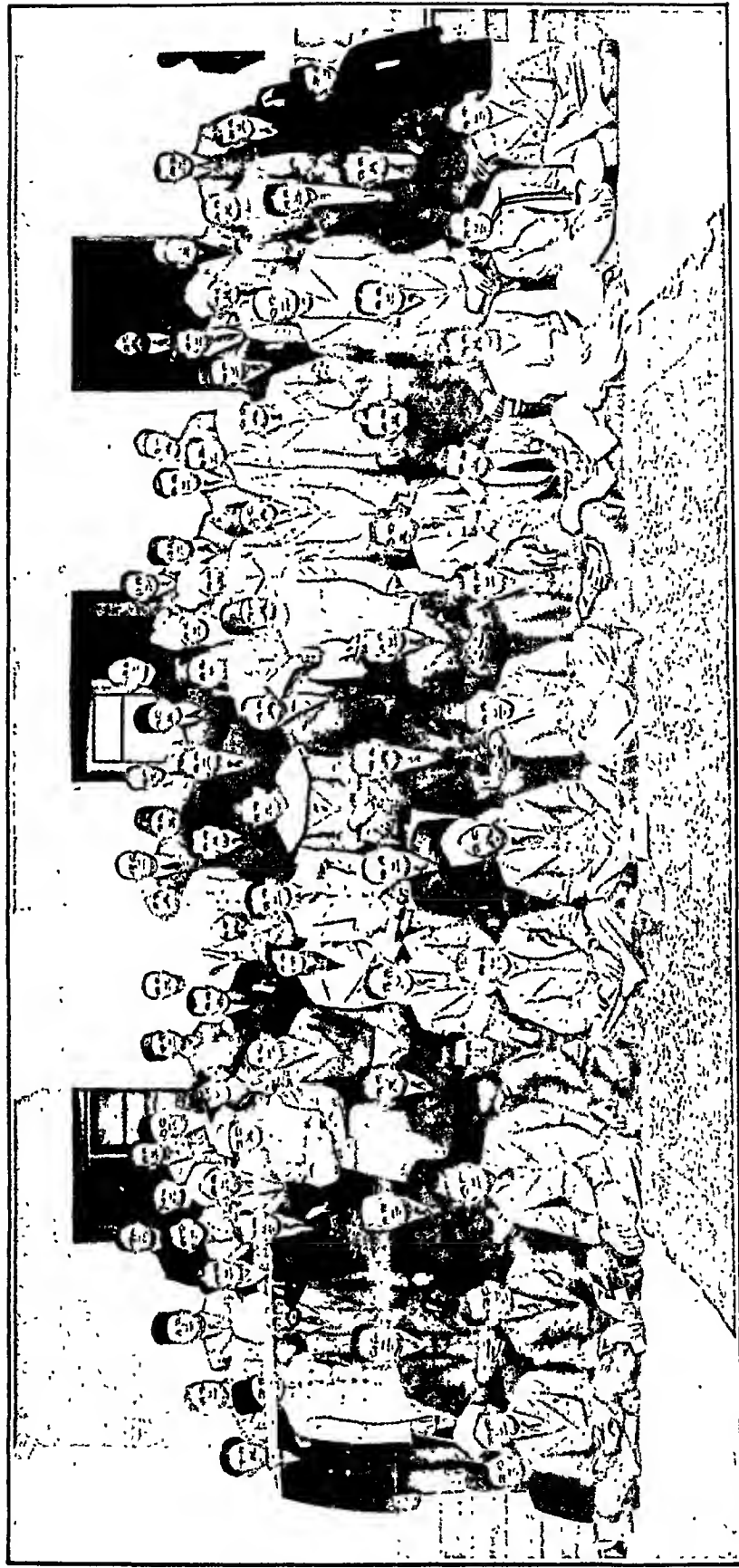
~~CALCUTTA~~

(INDIA)

The Third All-India Library Conference, held at Delhi, from the 22nd to the 24th December, 1937; and opened by

SIR GIRJA SHANKER BAJPAI, K.B.E., C.I.E., I.C.S.,

Secretary to the Government of India; Department of Education, Health & Lands



Seated on chairs: L. to R.—Mr Madan Gopal, Librarian, Legislative Dept. Govt. of India. Mr Labhu Ram, Librarian, Punjab University Library. Dr. M. O. Thomas, President, Indian Library Association. Khan Bahadur K. M. Asadullah, Librarian, Imperial Library & Hony. Secretary, Indian Library Association. Sir G. S. Bajpai, K.B.E., C.I.E., I.C.S. Dr. Wali Mohammad, President of the Conference. Rai Bahadur Ram Kishore, Chairman, Reception Committee. Professor A. Bhattacharyya, Hony. Secretary. Reception Committee & Hony. Librarian, Delhi University Library. Mirza Mohammad Said, I.E.S. (Retd.), Vice-Chairman, Reception Committee. Mr. J. E. Parkinson, I.E.S., Educational Commissioner with the Government of India. Mr. Fasihuddin, Secretary, Hardinge Public Library.

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ALL-INDIA
CONFERENCE
(1937).
Proceedings

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Proceedings of the Third All-India Library Conference held at Delhi, on the 22nd, 23rd and 24th December, 1937.

Introduction.—The Second Conference was held more than two years back, *viz.*, during the Easter of 1935, at Lucknow; and the authorities of the Indian Library Association were consequently anxious to hold another conference, as soon as practicable, and that either in the western part of the country or central. For one reason or other, this was not found possible, and the Council of the Association on the invitation of the Government of India Libraries Association, chose Delhi to be the venue of the third Conference. The authorities of the University of Delhi coming to know of this invitation came forth to join hands with the said Association and at the joint invitation of both the bodies, the Executive of the Indian Association at last decided to hold the third conference, at Delhi, about Christmas time.

Reception Committee.—About 20 librarians assembled on the 7th June, 1937, at the Minto Road Club Hall, New Delhi, with Rai Bahadur Ram Kishore, Vice-Chancellor of the University of Delhi in the chair, when the Reception Committee was formed. The Rai Bahadur and Professor A. Bhattacharyya, Librarian of the University library, were elected the Chairman and the Secretary of the Reception Committee, respectively. A small Executive Committee was at the same time formed, which was to be expanded and other office-bearers elected, as the number of members increased. In about a month's time, the number of members rose to 60. The Committee met quite often to settle various questions connected with the Conference, and at the meeting held on the 18th October, 1937, the office-bearers and members of the Working Committee were elected, besides transacting business like the fixing of dates, delegation fee etc. The Working Committee met as often as necessary. A number of Sub-Committees were also formed to look after various matters connected with the Conference, such as publicity and collection of funds, etc. Things were organised in a very efficient manner. The Indian Library Association also issued

notices and circulars to its members, to Library Associations and other prominent persons in the country to join the Conference, besides helping the Reception Committee in other respects.

The list of office-bearers, and members of the various Committees is given as Appendix I.

The Committee also decided to recommend to the Indian Library Association that Sir G. S. Bajpai, K.B.E., C.I.E., I.C.S., Secretary to the Government of India, in the Department of Education, Health and Lands be asked to open the Conference and that Dr. (now Sir) Ziauddin Ahmed, C.I.E., Vice-Chancellor, Aligarh Muslim University, or failing him, Dr. Wali Mohammad, I.E.S., Honorary Librarian, Lucknow University Library, should preside over the Conference. The Council of the Association, while accepting the first recommendation decided to have Dr. Wali Mohammad as the President of the next Conference.

Finances.—The Reception Committee were able to raise a total sum of Rs. 1,035/- to meet the expenses of the Conference. This sum includes Rs. 250/- received as donation from the University of Delhi; Rs. 530/- as donations from various gentlemen (including Rs. 25/- from the Government of India Libraries Association); Rs. 189/- as fee from members of the Reception Committee; and Rs. 56/- as delegation fee.

The thanks of the Conference and of the Association are due to all donors who generously contributed to make the Conference the success that it was.

The fee for membership of the Reception Committee was fixed at Rs. 3/-, while that for delegates was Rs. 4/-, per head.

The expenses came to Rs. 628-4-0, out of which Rs. 150/- were given to the Indian Library Association towards the printing charges of these proceedings.

The audited accounts along with lists of donors and other contributors appear as Appendix II, which will show the details of income and expenditure.

Delegates.—The number of delegates was 35 this time, and the enthusiasm displayed by all of them was testimony enough of the interest that they had in the Conference and the Association. They came from all parts of India, including about half a dozen Indian States. Distant places like Madras and Bombay were much better represented than the Punjab, the United Provinces, the Central Provinces, and Bengal. A list of the delegates is given as Appendix III.

Papers and Messages.—Twenty papers were received both from the members of the Association and others for being read before the Conference; but due to lack of time, it was practicable to read only about half of them, which elicited interesting discussion which is reported in subsequent pages.

According to the decision of the Council, about a dozen of these papers appear as Appendix VI to these proceedings. Permission has been conveyed to the authorities of the *Modern Librarian* to reproduce any of these, and to publish all or any of those not appearing as part of the Conference proceedings.

A list of all the papers received and abstracts of some of them precede the said Appendix. A fairly good number of messages were also received on this occasion, both from librarians and others interested in library movement either in India, or abroad. These are reproduced as Appendix V of these proceedings.

The Indian Library Association and the Conference are both thankful to the writers of papers who thus contributed towards the success of the Conference, and to the senders of the messages for their good wishes and sympathy.

Subjects Committee.—The Committee which, as usual, was composed of the delegates, the members of the Indian Library Association, and members of the Working Committee met in the Delhi University Hall just after the Tea Party at about 5-30 P.M. Dr. Wali Mohammad, the President-elect of the Conference was voted to the chair and about 40 persons attended.

Only 16 proposals were received for being placed before the Conference, which were first placed before the Subjects Committee

for discussion. These pertained mostly to urging the employment of trained librarians only, laying down a uniform standard of training in librarianship, establishment of more libraries, especially in rural areas, and the founding of Copy-right libraries in the capital town of each province, and so on.

These elicited some very interesting discussion and after amalgamation of certain proposals, or the rejection of others, only eleven were referred to the Council of Indian Library Association for their approval. These were considered by them at their meeting held on the morning of 23rd December and with slight verbal changes these were referred to the open session of the Conference.

Visits to Libraries.—Paying visits to libraries of the place where the Conference is held has always been an important and very interesting part of the programme of the Conference. It was not neglected on the occasion of the Delhi Conference. Rather the visits this time were found more profitable, as these afforded a wide range of all kinds of libraries, viz., Technical, Scientific, Public, Government, University, and College. The delegates were entertained to tea by the Government of India Libraries Association when they visited on the 23rd December, 1937, the various libraries of the Government of India Secretariat. The authorities of that Association deserve the best thanks of the authorities of both the Conference and the Indian Library Association.

Photograph and Tea Party.—After the formal opening of the Conference, all present were photographed, comprising members of the Indian Library Association, the delegates, the members of the Reception and Working Committees, and prominent visitors. This photograph appears as part of these proceedings.

Rai Bahadur Ram Kishore, Chairman of the Reception Committee, gave a very sumptuous Tea Party in the spacious lawns of the University of Delhi (forming the old Viceregal Lodge). The lawns were interspersed with beds of beautiful flowers of all hues and colours, which further added to the beauty of the place. Arrangements for refreshments were on a lavish scale, and every-

body thoroughly enjoyed the hospitality of the Rai Bahadur. This arrangement has come to stay as an integral part of the Conference Programme, and it is very much appreciated by all attending it, as it lends an excellent occasion not only to renew old relations, but to make new ones also, besides affording an occasion for exchange of views on topics of common interest.

Opening Session of the Conference.—The Conference met in the afternoon of the 22nd December 1937 in the beautiful and spacious hall of the University of Delhi. The attendance was very encouraging. About 200 persons attended, including several ladies. Besides the delegates, members of the Indian Library Association, prominent persons, the Government of India and other high officials attended this session, which was opened by Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Secretary to the Government of India in the Department of Education, Health, and Lands. The Proceedings opened at 2-45 p. m. with the welcome address of Rai Bahadur Ram Kishore, Vice-Chancellor, University of Delhi, and Chairman of the Reception Committee, which was followed by the opening address of Sir G. S. Bajpai; after which Dr. Wali Mohammad, read his presidential address, which brought the proceedings to a close.

All these addresses appear as Appendix IV.

SECOND SESSION

23rd December, 1937.

The Conference assembled at 10 A.M. in the hall of the Hardinge Library, which had very kindly been placed at the disposal of the Reception Committee by the authorities of the Library for this purpose. About seventy persons attended.

The President (Dr. Wali Mohammad) read some of the messages received on the occasion; and for the rest, referred the audience to the printed copies that had been distributed, and which contained all the messages received. These are reproduced as Appendix V. Those read before the Conference were from :

(1) The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice, Federal Court of India, New Delhi ;

(2) Dr. T. P. Sevensma, Secretary-General, International Federation of Library Associations, and Director, League of Nations Library ; and

(3) Mr. W. C. Berwick Sayers, Chairman of the Executive Committee and President of the Library Association, London.

This was followed by the reading of papers received from various sources, and the first to be read was that of Mr. Nagaraja Rao, Librarian, Annamalai University Library, which dealt with "Library Co-operation in India." This was generally acclaimed to be a good paper, and aroused a lively discussion, in which Messrs. Joshi, Sohan Singh, Guha-Roy, Ram Labhaya, Labhu Ram, Kalyanaraman, Seth, Bishan Singh, Dr. Thomas, Dr. Roy, and Khan Bahadur Asadullah participated.

The trend of the discussion showed that everybody was for establishing a system of interborrowing or for improving the existing facilities in this respect. The personal experiences narrated were interesting and it was fully recognised that interborrowing on a well-organised basis and form was essential and the necessity of a Union Catalogue was also pointed out at the same time. The Secretary explained how far the scheme started by the Indian Library Association had progressed and it was the considered opinion of the house that this scheme should be pushed forth.

This discussion was followed by a paper by Mr. Sant Ram Bhatia, Librarian, Forman Christian College Library, Lahore. The title of the paper was "Indian Librarians, and their Contributions."

Messrs. T. C. Dutt, Manchanda, the President, and K. B. Asadullah took part in the discussion which centred round the imparting of library training and production of well-got-up and cheap books.

Next were taken up the resolutions, which were all put from the chair. Nos. 1 and 2 (reproduced below) were adopted unanimously, all standing :

(1) Resolved that this Conference places on record its deep sense of grief and sorrow at the irreparable loss that the library movement has sustained through the death of Dr. A. C. Woolner, a great library worker, the Chairman of the Council of the Indian Library Association and President of the Lucknow session of the All-India Library Conference.

(2) Resolved that this Conference places on record its deep sense of sorrow at the death of Mr. Newton Mohan Dutt, one of the pioneer workers of the Library movement in Baroda ; and of Professor Ghoshal of Bhopal, a member of the Indian Library Association.

Resolution No. 3 which reads as under :—

" (3) Resolved that this Conference once more requests the Central and Provincial Governments and the Universities to grant to the librarians working in libraries under their control full facilities for attending the library conferences organised by the Indian Library Association "

was placed before the audience, when Mr. T. C. Dutt suggested the addition of the words "and the Provincial Library Associations" at its end ; at which the Secretary pointed out that this task should be taken up by the various Provincial Associations with their respective Governments. Thus the resolution as originally proposed was adopted.

Resolutions Nos. 4 and 5, as shown below, were adopted unanimously and without any alteration.

(4) Resolved that all the Universities be requested to urge upon the colleges affiliated to them to take necessary steps for the re-organisation of their college libraries on modern scientific methods, and employ only those persons who have received training in the science of librarianship; and where necessary, the Universities may render financial help to the said institutions in order to make a start in the way suggested.

(5) Resolved that the Central Government be requested to take effective steps to ensure that only trained librarians are appointed to the vacancies that may henceforth occur in departmental libraries and the libraries of their attached and subordinate offices.

Resolution No. 6 was passed with the addition of the words "or of the Provincial Library Associations" at the suggestion of Mr. Labhu Ram. It reads as below:—

"(6) Resolved that the Federal Public Service Commission and the Provincial Public Service Commissions be requested to recruit only trained librarians when requested to do so by any of the Departments or Governments; and if necessary, they may seek the help of the Indian Library Association or of the Provincial Library Associations in this matter."

Resolution No. 7 was passed without any alteration.

(7) Resolved that all Provincial Governments be requested to issue necessary instructions to all the District Boards in their respective Provinces to render financial help to such deserving libraries as may require it, so that these libraries do not lose their utility for paucity of funds.

Resolution No. 8 elicited some discussion, in which Messrs. T. C. Dutta, Labhu Ram, the President, and the Secretary took part. The resolution reproduced below was however adopted unanimously.

(8) Resolved that the Provincial Governments be requested to include the establishment of Libraries as an important factor

of their rural uplift programme, and in order to give it a practical shape, they should take steps to set up rural libraries for the maintenance and furtherance of the educational and cultural level achieved through schools, colleges, and other educational institutions.

Resolution No. 9 seemed to be the most important resolution, as a very lively and fairly lengthy discussion was aroused, when it was introduced. Those who took part in the discussion were: Messrs. Rajasekharan, Ram Labhaya, Labhu Ram, Sohan Singh, T. C. Dutta, Dr. Roy, the President, and the Secretary.

The discussion centred round the word "Provincial" as used in the original proposal, and its implications, viz., the type, scope and number of copyright libraries. After the subject had been fully thrashed, the resolution was passed in the form given below:—

(9) Resolved that the Provincial Governments be requested to take early steps to establish copyright libraries for their respective Provinces, wherein all publications whether books, pamphlets, periodicals, or official published in that province be collected and preserved for the use of the public and research workers.

Resolutions Nos. 10 and 11, as given below, were passed unanimously. Slight changes were suggested in each case, but those were not adopted.

(10) Resolved that the Indian Library Association be requested to set up a committee on which the existing library training centres be represented, to examine the curriculum etc. of those centres with a view to achieving standardization and uniformity in library training.

(11) Resolved that the Provincial Library Association be requested to arrange for a comprehensive survey of all rural and urban libraries in their respective areas in all the aspects of library administration, including the staff.

The Resolutions appear also as Appendix VII.

Messages of good wishes were received at this stage from the Andhra Desa Library Association, and Kumar Munindra Deb . Rai Mohashay, one of the Vice-Presidents of the Indian Library Association, which were read.

The first paper to be read after the adoption of resolutions was by Mr. V. M. Kolhatkar of Poona. The subject of the paper was "Study-room, a new feature of the College library."

The paper was liked very much, as it recounted the experiences of a brother-in-profession. The Librarian, St. Xavier's College, Bombay, supported the idea of establishing such a room where select books on different subjects could be kept out and made easily available to students, as his experience of a similar plan in the said College was practically the same.

With a few announcements by the Secretary, the meeting dispersed for lunch and visits to certain libraries, and for the General Meeting of the Indian Library Association.

THIRD SESSION
24th December, 1937.

Morning

A meeting of certain library-workers and enthusiasts was held in the early morning of the 24th December for the purpose of forming a Delhi Library Association. It was attended by about twenty people, interested in the matter, who ultimately decided to form such an Association.

The Conference re-assembled at 10-30 A. M., in the Hardinge Library Hall, when due to the absence of the President, Mr. Labhu Ram, one of the Vice-Presidents of the Indian Library Association was voted to the chair. Dr. Thomas, the out-going President of the Association, read his paper entitled "National Libraries of the world and our Imperial Library." The paper was the outcome of the study of Easdaile's "National libraries of the world," wherein the aforesaid library did not find a place. The subject naturally elicited a lengthy and heated discussion. One of the contributors to this discussion was Miss Stella M. Robbins from the U. S. A. She was a very keen and interested visitor, and her remarks in connection with this discussion are reproduced below :—

"You are just beginning; but you are aiming so high as to keep up with the other nations of the world which are progressive. In order to do that you would profit by the experience of those who have gone before you. The speeches I have heard here are as progressive, and as forward-looking as any I have heard; but what concerns me greatly is the emphasis on a national library. I can understand why you want to have a national library, and I hope you will soon have it. But I wish you would remember this that our own national library became a national library only very recently. It is in my lifetime that it became a national library. Before it rose to that position, we had many public libraries and libraries in schools, colleges, and universities. We thus had laid the foundations first. I am taking a sympathetic interest, and I have a feeling that your Conference is not going to give you the consideration that you want it to give you until you have made progress in the creation of a library-consciousness

in this country. And library-consciousness, I may tell you from my experience, is neither induced by big libraries nor by big buildings. It is created by libraries which are willing to serve the people with books. A national library is far high up in place. I would suggest one thing—it may not be practicable—but it seems to me that your National Congress is starting on a new path, and this is the time for you to make a strong effort to get the establishment of a Library Bureau. We established one only recently in the United States. This should be your first step. We have gone ahead in the matter of separating libraries from schools and colleges. At the beginning, libraries were to a great degree supplemental to schools and colleges; but these neglected the libraries and so the public libraries came to the fore. They went ahead establishing public libraries, but did not co-operate with the schoolmen very much. Now I am glad, we are beginning to co-operate. In America and in England you can raise money for schools before you can raise money for libraries, because schools are in people's minds. Link your libraries in some way in the people's minds with the schools, vote a separate Library Bureau, put a trained librarian with assistants at the head of this Bureau, and let them do a campaign on behalf of libraries, over the whole country. Then, most of our States have Provincial Library Bureaus to encourage library movement. You know your situation better, but build up in the minds of the people the fact that you have an educational campaign, but no library campaign. There are many new things being done; cannot you get a library campaign started now? Start a National Library Bureau and let the people feel that it is a national business."

Others who took part in this discussion were Messrs. Joshi, Sant Ram, Madan Gopal, the President, and K. B. Asadullah. The comments made were generally to the effect that the Imperial Library be given the rank and status of the national library of India, and for this purpose, necessary improvements should be made, and the Imperial Library modernised.

Mr. Hamiduz Zafar, Deputy Superintendent, Asufia State Library, Hyderabad, Deccan was next called upon to read his

paper entitled "A Public Library in the Modern World". This paper offered a good opportunity for bringing to light some of the drawbacks of our Library system. Mr. Dutt was for an entirely free library service, including cost of carriage. The Imperial Library and one or two others that were lending books out without charging any subscription were just exceptions to be ignored, according to him.

Mr. Bannerjee of Bikaner pointed out the existence of libraries in Ancient India; whereupon Mr. Seth contended that even if libraries did exist then, they could not be used by the masses, as their use was restricted to the chosen few. The President wound up the discussion by saying that it was right that the torch of knowledge was carried from house to house by the priests and the religious people of those days: but what they lacked was the library-consciousness and the missionary spirit of these days.

Mr. A. S. Parkhi, Assistant Librarian, Fergusson College, Poona, next read his paper, called "Children's Literature". One or two questions were asked by Mr. Sohan Singh as to the use of the term "Law-abiding" by the speaker, which were replied to by him. The President appreciated the efforts that were being made in the western parts of the country in producing suitable literature for the use of children and deplored the lack of same in his own province, the Punjab.

After this, a paper called "Some pitfalls in measuring library adequacy of library service" which had been written by Rao Sahib S. A. Ranganathan, Librarian, Madras University Library was read on his behalf by Mr. P. A. Joshi, Librarian, Bombay University Library. The paper aroused a very interesting and useful discussion of a technical nature, in which several persons, such as Messrs. Nagaraja Rao, Seth, Rajasekharan, Kalyanaraman, Dr. Thomas, K. B. Asadullah, and the reader and the President took part. Opinions differed. Mr. Seth could not see eye to eye with the writer when he laid down "personal service" as the adequate measurement of library service, and wanted to do away with the "bibliophile and officer-type librarian." Dr. Thomas was of opinion that the complicated nature of the scheme

of classification adopted in the writer's library was responsible for an unnecessarily large number of reference staff.

There was some discussion between the Doctor, the Khan Bahadur and Mr. Rajasekharan as to how far consultation of the catalogue was necessary in tracing a book or books on the shelves on a particular subject, and the part played therein by the classification scheme.

The President in bringing this rather lengthy discussion to a close narrated some of his own experiences and advocated the introduction of open-shelf system to simplify matters.

The meeting was then adjourned for luncheon.

FOURTH SESSION

Afternoon.

The Conference met again in the afternoon, when four more papers were read. For want of time, no general discussion could be allowed. The titles of the papers and the names of their writers are given below :—

(1) “The need for copyright libraries in India” by P. R. Sekharam, Guntur Teachers’ Union, Guntur. The President remarked that in view of the discussion that was held on this subject, when the resolution on Copyright libraries was adopted, it was not necessary to discuss the matter any further.

(2) “Importance of children’s libraries” by H. K. Vyas of Baroda.

The President only referred to his remarks made in this connection in the morning.

(3) “Library as a means for promoting the growth of habits and instincts in children” by K. S. Bhagwat of N. W. V. High School, Poona.

Mr. Seth was of opinion that in all these cases, complaint had been made of the scarcity of children’s literature, but that according to him was putting the cart before the horse. The first thing to be tackled was the question of establishing children’s libraries.

The President remarked that it was a matter for the Association to take up with the proper authorities.

(4). “Manuscripts” by Damodar Misra, Librarian, Ravenshaw College, Cuttack. In the absence of the writer it was read by Mr. Moti Chandra Verma of Cawnpore.

The President made a few remarks appreciating the work that was being done in various parts of the country, for instance, in Benares, Baroda, Madras, Travancore etc., in collecting, preserving and publishing manuscripts.

The Secretary of the Association (K. B. Asadullah) next got up to express his gratitude on behalf of the Association to all responsible for making this Conference a success.

He traced the circumstances that led to the holding of the Conference in Delhi, and thanked the Delhi University and the Government of India Libraries Association for playing the hosts. The Working Committee and the Reception Committee deserved the Association's gratitude for making all the necessary arrangements for the Conference. Special reference was made to Rai Bahadur Ram Kishore and Professor A. Bhattacharyya for the pains they had taken in this connection and for the hospitality of the former. The Association also felt grateful to the authorities of the Hardinge Public Library for kindly permitting the use of their hall for holding the Conference. Reference was also made to the large number of delegates attending the Conference and especially to those coming from Madras.

The President remarked that this series of thanks would not be complete without appreciating the hard work put in by the Honorary Secretary and he thanked him for that. He similarly referred to the valuable help that was being rendered by the enthusiastic Deputy Secretary of the Association, Mr. S. S. Saith, Librarian, Zoological Survey of India, Calcutta.

Mr. Saith proposed and Sardar Sohan Singh seconded the vote of thanks to the Chair, which was carried with acclamation.

This closed the proceedings.

Opportunity is taken here of recording the Association's thanks to the batch of volunteers, for their valuable services and the enthusiasm with which they performed their duty; and to Mr. Jagadish Prashad for his very kindly auditing the accounts of the Conference without any charges.

APPENDIX

List of Office-bearers and Members of the Reception and Working Committees.

(A) OFFICE-BEARERS :

1. Rai Bahadur Ram Kishore, Vice-Chancellor, Delhi University—*Chairman of the Reception Committee.*
2. Mrs. Nayak, Superintendent of Female Education, Delhi Municipal Committee—*Vice-Chairman.*
3. Mr. M. M. Saced, M.A., I.F.S. (Retd.)—*Vice-Chairman.*
4. Professor A. Bhattacharya, B.A. (Oxon.), Honorary Librarian, Delhi University Library—*Hony. Secretary.*
5. Mr. F. Ahmed, Secretary, Harding Library—*Joint Secretary.*
6. Mr. Brij Bhushan, Imperial Secretariat Library—*Assistant Secretary.*
7. Mr. C. S. Mathur, Marwari Library—*Assistant Secretary.*
8. Dr. B. D. Laroia, M.Sc., Ph.D., Professor, Delhi University—*Treasurer.*
9. Mr. B. N. Mitra, M.A., Professor, Hindu College—*Assistant Treasurer.*

(B) MEMBERS OF RECEPTION COMMITTEE :

All Office-bearers are ex-officio members.

1. Mr. Ganpat Rai, Hindu College, Delhi.
2. „ Sri Ram, M.A., Hindu College, Delhi.
3. Dr. B. N. Ganguli, Ph.D., Hindu College, Delhi.
4. Dr. Umrao Bahadur, Ph.D., Hindu College, Delhi.
5. Dr. Har Datt Sharma, Ph.D., Hindu College, Delhi.
6. Mr. S. L. Poplai, Hindu College, Delhi.
7. Mr. C. B. Young, M.A., St. Stephen's College.
8. Mr. K. C. Nag, St. Stephen's College.

9. Mr. J. N. Mitra, M.Sc., St. Stephen's College.
10. Mr. S. K. Bose, M.A., St. Stephen's College.
11. K. M. Sarkar, St. Stephen's College.
12. Dr. N. V. Banerjee, Ph.D., Ramjas College.
13. Prof. D. R. Bhandari, Ramjas College.
14. Dr. Ram Behari, Ph.D., St. Stephen's College.
15. Miss K. Gupta, Indraprastha College.
16. Mr. S. N. Bose, Advocate, 23, Daryaganj.
17. Mr. S. Sen, Commercial College.
18. Dr. Indra Sen, Hindu College.
19. Mrs. Brij Lal Nehru, New Delhi.
20. Mr. A. K. Mookerjee, M.A. (Oxon.), Hindu College.
21. Dr. Azhar Ali, M.O.L., Ph.D., St. Stephen's College.
22. Mr. Raj Narain, Hindu College.
23. Mr. Ram Dev, Indraprastha College.
24. Mr. C. D. Gurmani, Idandas Book Co.
25. R. S. Azmet Singh, Sanskrit High School.
26. Lala Karam Chand, Government High School.
27. Mr. Rajendra Nath, Commercial College.
28. Mr. Rajendra Hooksar, Pandit Bros., Chandni Chowk.
29. Mr. Bhawnani, Bhawnani & Co., Connaught Circus.
30. Mr. B. N. Raina, Pandit Bros., Chandni Chowk.
31. Dr. R. Young, Lady Harding College.
32. Miss A. Cryan, Lady Harding College.
33. Miss S. Ram, Lady Harding College.
34. Prof. S. K. Bose, M.A., St. Stephen's College.
35. Mr. D. C. Sharma, 1, Hailey Road.
36. Dr. Sukh Dayal, Irwin Hospital.
37. Mr. M. S. Mani, Imperial Agricultural Research Institute.
38. Mr. B. L. Srivastava, Central Advisory Board of Education Library.

39. Mr. Suraj Prakash, D. G. I. M. S. Library.
40. Mr. R. Gopalan, Imperial Secretariat Library.
41. Mr. Fazal Mohammad, All India Radio.
42. Mr. N. N. Chaudhury, Ramjas College.
43. Adishwar Lal, B.A., LL.B., Chandni Chowk.
44. Rai Bahadur A. L. Banerjee, Raisina Road.
45. Mirza Ahsan Jan, Imperial Secretariat Library.
46. Mr. D. R. Sharma, Librarian, D. G. of Archeology Library.
47. Mr. K. K. Guha-Roy, Librarian, Imperial Agricultural Research Institute.
48. Mr. J. L. Bhatnagar.
49. Mr. Amir Ali, Commerce Department Library.
50. Mr. Mohammad Din, Assistant Librarian, Imperial Council of Agricultural Research.
51. Mr. K. V. Manjudiah, Assistant Librarian of Agricultural Research.
52. Mr. Jamil Ahmad Naqwi.
53. Mr. Amar Nath Tandon.
54. M. L. Tewari.
55. Mr. D. C. Guhu.
56. Head Master, Commercial High School.
57. Mr. N. N. Dutta.
58. Mr. Thakur Singh.
59. B. B. pta, M.A., Ramjas College.
60. Mr. H. N. Rao.
61. Mr. A. B. Bhattacharya, Hindu College.
62. Mr. S. A. H. Bilgrami.
63. Mr. Mohammad Shafi, I. C. A. R. Department.
64. Mr. Triloki Nath Advocate, Hauz Quazi.
65. Mr. S. D. Azar, District Inspector of Schools.
66. Mr. Madan Gopal, Legislative Department Library.

(C) WORKING COMMITTEE

All Office-bearers are ex-officio members.

Elected Members :

1. Mr. S. K. Bose, St. Stephen's College.
 2. Mr. S. A. H. Bilgrami.
 3. Mr. Mohammad Shafi, I. C. A. R. Department.
 4. Mr. Triloki Nath, Advocate, Hauz Quazi.
 5. Mr. S. D. Azar, District Inspector of Schools.
 6. Mr. Madan Gopal, Legislative Department Library.
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APPENDIX II

LIST OF DONORS & PATRONS :

	Rs.	a.	p.
1. <i>Donations :—</i>			
(1) University of Delhi	250	0	0
(2) Government of India Libraries Association	25	0	0
	<hr/>		
	275	0	0
2. <i>Reception Committee :—</i>			
(1) The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., K.C., Chief Justice of India, New Delhi	100	0	0
(2) The Hon'ble Mr. Justice M. B. Jayakar, Barrister- at-Law, Judge, Federal Court	50	0	0
(3) Mr. Lionel Fielden, Controller of Broadcasting, 4, Bhagwan Das Road, New Delhi	50	0	0
(4) Seth L. N. Gododia, Chandni Chawk, Delhi	50	0	0
(5) Mr. K. K. Birla, Albuquerque Road, New Delhi	50	0	0
(6) Lala Shankar Lal	25	0	0
(7) Rao Bahadur Vishwa Nath, Imperial Agri- cultural Institute, New Delhi	10	0	0
(8) Mr. J. E. Parkinson, Educational Commis- sioner with the Government of India	10	0	0
(9) Rev. I. C. Chatterjee, Superintendent of Education, Delhi	10	0	0
(10) Lala Shiv Narain, Advocate, Chandni Chowk, Delhi	10	0	0
(11) Rai Bahadur Harish Chandra, Advocate, Chandni Chowk, Delhi	10	0	0
(12) Dr. A. P. Mitra, Curzon Road, New Delhi ...	10	0	0
(13) Rai Bahadur D. Dutt, Assistant Secretary, Legislative Assembly Department	10	0	0
(14) Rai Bahadur Bishan Narain, Advocate, Chandni Chowk, Delhi	10	0	0
(15) Mr. H. B. Richardson, St. Stephen's College, Delhi	10	0	0

			Rs.	a.	p.
(16)	Rai Bahadur P. Mukherjee, Mori Gate, Delhi	...	10	0	0
(17)	Rai Bahadur S. N. Mukherjee, Principal, St. Stephen's College, Delhi	...	10	0	0
(18)	Mr. N. V. Thadani, Principal, Hindu College, Delhi	...	10	0	0
(19)	Rai Bahadur N. K. Sen, Registrar, University of Delhi	...	10	0	0
(20)	Prof. G. R. Seth, Cawnpore	...	10	0	0
(21)	Lala Ralya Ram, Contractor, New Delhi	...	10	0	0
(22)	Lala Raghubir Singh, Kashmer Gate, Delhi	...	10	0	0
(23)	Rai Bahadur, K. N. Dixit, Director-General of Archaeology in India	...	10	0	0
(24)	Mr. M. S. Vats, Dy. Director-General of Archaeology in India	...	10	0	0
			<hr/>		
			505	0	0
Total			780	0	0

APPENDIX II—(Concl'd.)
Third All India Library Conference.
DELHI SESSION—1937.

RECEIPTS		PAYMENTS.	
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
To Donations	275 0 0	By Printing & Stationery	254 7 6
„ Reception Committee		„ Travelling and Con- veyance	141 4 3
„ Patrons	505 0 0	„ Postage & Telegrams	55 11 0
„ Reception Committee	...		451 6 9
„ Members	189 0 0	Salaries & Wages	75 0 0
		„ Other Expenses	2 0 0
			77 0 0
Total	694 0 0	„ Furniture & Meeting Expenses	49 11 6
		„ Volunteers Expenses	23 5 9
„ Delegates Fees	56 0 0	„ Photo Expenses	26 12 0
	750 0 0		99 13 3
Grand Total	Cash in hand	628 4 0
Chandni Chowk, Delhi, 4th February, 1938.	1,025 0 0		396 12 0
	Examined and found correct. For Jagdish Prasad & Co.	Grand Total	1,025 0 0
	B.A., B.Com. (Bom.), G.D.A., Registered Accountants and Auditors (Honorary Auditors).		A. BHATTACHARYYA, Honorary Secretary.

APPENDIX III

List of Delegates.

1. Sant Ram Bhatia, Esq., Librarian, F. C. College, Lahore.
2. Yusuf Uddin Ahmed, Esq., B.A., Librarian, Osmania University, Hyderabad (Deccan).
3. Khan Bahadur K. M. Asadullah, B.A., F.L.A., Imperial Library, Calcutta.
4. Mr. Labhu Ram, Librarian, Punjab University Library, Lahore.
5. S. Sooran Singh, M.A. (Lond.), Chief Librarian, Dayal Singh Public Library and President of the Lahore Library Association, Lahore.
6. S. Bishan Singh, Librarian, Forest Research Institute, Dehra Dun.
7. Mr. P. M. Joshi, M.A., Ph.D. (Lond.), Librarian, Bombay University, Bombay.
8. C. R. D. Murti, Esq., Librarian, Imperial Veterinary Research Institute, Mukteshwar, U. P.
9. V. M. Kolhatkar, Esq., Librarian, Sree Parashurambhavan College, Poona.
10. B. N. Bannerjee, Esq., Librarian, King Emperor George V Silver Jubilee Library, Bikaner.
11. R. D. Muley, Esq., Librarian, University Library, Nagpur.
12. K. Nagaraja Rao, Esq., M.A., B.L., Librarian, Annamalai University, Annamalai Nagar, South India.
13. S. Parthasarathi, Esq., Andhra University, Waltair.
14. Dr. N. Roy, M.A., P.R.S., Ph.D., D.Litt., D.Phil., University Library, Calcutta.
15. R. Manchanda, Esq., General Secretary, Lahore Library Association, Lahore, and Librarian, Hailey College of Commerce, Lahore.
16. Dr. M. O. Thomas, Leith Castle Grounds, St. Thomas, Madras.
17. Rev. M. M. Balageur, S.J., St. Xavier's College, Bombay.
18. S. Bashir Uddin, Lytton Library, Muslim University, Aligarh.

19. S. N. Bose, Esq., Hem Chandra Library, Kidderpur, Calcutta.
20. Mr. S. N. Appatudi Iyer, Librarian, Training College, Trivandrum, Madras.
21. Mr. S. S. Saith, Librarian, Zoological Survey of India, Calcutta.
22. P. R. Sekharam, Esq., B.A., B.Ed., Dip.L.S., General Secretary, Guntur Teachers' Union, Guntur.
23. Tara Singh, Esq., Assistant Librarian, Lucknow University, Lucknow.
24. H. E. Vyas, Esq., Librarian, Commissioner of Education Office, Baroda State, Baroda.
25. Mr. Mohammad Aqil, Librarian, Jamia Milliyyah Library, Delhi.
26. Mr. T. C. Dutta, Secretary, Bengal Library Association, Calcutta.
27. Mr. K. L. Gorey, B.A., Librarian, Central Library, Gwalior.
28. K. G. Bhagwat, Esq., Nutan Institute, Poona.
29. R. S. Parkhi, Esq., Ferguson College, Poona.
30. Miss Williams, Issabela Thoburn College, Lucknow.
31. Miss Salzer, Issabela Thoburn College, Lucknow.
32. Mr. Moti Chandra Verma, Cawnpore.
33. Mr. S. Sajjad Rizwi, Meerut College, Meerut.
34. Mr. Ram Labhaya, Hony. Secretary, Punjab Library Association, Lahore.
35. Mr. Hamiduz Zafar, Esq., Assistant Superintendent, Asufia State Library, Hyderabad (Deccan).

APPENDIX IV

Address of Welcome by Rai Bahadur Ram Kishore, Vice-Chancellor of the University of Delhi, and Chairman of the Reception Committee.

SIR GIRJA SHANKAR, DELEGATES TO THE ALL-INDIA LIBRARY
CONFERENCE, LADIES AND GENTLEMEN,

I consider it a great privilege to welcome you on behalf of the Reception Committee of the Third Session of the All-India Library Conference to our ancient city of Delhi. Delhi is usually remembered as the scene of great political events which have profoundly influenced the course of India's history, but it is often not realised that this great city has also witnessed the clash and fusion of cultures through the centuries. Delhi has been not only the capital of empires, but also the centre of a Hindusthani culture, with its cosmopolitan outlook and the subtle delicacy and refinement of its tone, a culture to which the two great communities of India have contributed their share. As a centre of culture Delhi could naturally boast of good private libraries which owed their existence to the passion of the cultured people of the upper classes for knowledge and mediaeval booklore. Amongst the ruins of Delhi we can still locate the sites of famous libraries, *viz.*, the library of the great warrior-scholar Humayun and the library of the illustrious philosopher-prince Dara Shikoh. There was also a well-stocked library in the Delhi Fort which is said to have been secretly transferred after the Mutiny to Jagraon in the District of Ludhiana, the home of Arastujah Munshi Rajab Ali, Secretary to Lord Lawrence of Punjab fame. Even now there are many private collections of rare Arabic and Persian manuscripts dealing with literature, history and other branches of knowledge. For instance, I would refer to the private collection of the late Khan Bahadur Pirzada Muzaffer Ahmad, which contain most Persian works on literature, history and poetry. I may also mention the private collection of Dr. Nazir Ahmed, which includes classical Persian works on

THE THIRD ALL INDIA LIBRARY CONFERENCE, HELD AT DELHI, FROM THE 22ND TO 24TH DECEMBER, 1937, AND OPENED BY SIR GIRJA SHANKER BAJPAI, K.B.E., C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA; DEPARTMENT OF EDUCATION, HEALTH AND LANDS.



RAI BAHADUR RAM KISHORE,
*Vice Chancellor, University of Delhi; and Chairman of the Reception Committee
of the Third All-India Library Conference.*

THE THIRD ALL-INDIA LIBRARY CONFERENCE HELD AT DELHI, FROM THE 22ND TO 24TH DECEMBER, 1937, AND OPENED BY SIR GIRJA SHANKER BAJPAI, K.B.E., C.I.E., I.C.S., SECRETARY TO THE GOVERNMENT OF INDIA; DEPARTMENT OF EDUCATION, HEALTH AND LANDS.



DR. WALI MOHAMMAD
M.A., Ph.D., I.E.S.

Hony. Librarian, Lucknow University Library, Lucknow; Hony. Secretary, Amir ud Daula Government Public Library, Lucknow; and President of the Third All-India Library Conference held at Delhi.



PROF. A. BHATTACHARYYA
B. A. (OXON.)

Hony. Librarian, Delhi University Library, and Hony. Secretary Reception Committee of the Third All-India Library Conference.

literature and history, and the private collection of Khan Bahadur Zafar Hasan which contains historical Persian works and a copy of the Quran which preserves the penmanship of Yaqut-i-Mutasimi of Abbaside fame. Some notable Kayastha families of Delhi at one time possessed collections of Persian manuscripts including Persian translations of the Mahabharata and of one or two Vedas and of the Bhagvat Gita. Most of these collections have unfortunately disappeared. There is still, however, a good private collection belonging to the family of the late Rai Bahadur Paras Dass, a gentleman well-known for his culture and catholic taste, and it contains printed works and manuscripts in Hindi, Urdu and Persian dealing with various subjects. A similar collection, particularly rich in manuscripts on Sufism, is owned by Khwaja Hasan Nizami Sahib. Another collection of manuscripts rich in Persian and Urdu literature once owned by the late Lala Sri Ram, M.A., Rais of Delhi and author of the monumental anthology of Urdu poets, *The Khum Khana-i-Javed*, is to-day a source of pride and dignity to the Benares Hindu University to which seat of learning its generous owner bequeathed it.

Ladies and gentlemen, I have always been tempted to regard a library as a sacred place in which you breathe a rarified intellectual atmosphere surcharged with the wisdom of the ages. The earliest libraries of the world were probably temples. In the Middle Ages, the monastic libraries and libraries attached to churches and cathedrals in Europe sheltered scholars who kept the sacred torch of knowledge burning in an age of barbarism. In India also, where learning and culture were never divorced from religion, temples and monasteries and mosques always served as the Noah's Ark in which the precious heritage of knowledge and culture was carefully deposited while the tide of political upheaval ravaged the land. The libraries attached to places of worship assumed as great a sanctity as the shrine or the seat of religious worship itself. They attracted scholars, encouraged intellectual intercourse amongst them, and were the essential means for the development of a common culture and an intellectual tradition. The effacing hand of time and the vandalism of man have combined to wipe out most of these

repositories of our ancient culture, but most of all it is the changed outlook and the altered circumstances of modern times that are responsible for the disappearance of such libraries. Our places of worship may no longer be seats of learning as in olden times, but perhaps it will not be unfair to suggest that the authorities, whether religious or secular, who own and control our shrines and command sufficient resources, should establish and endow good public libraries attached to places of worship and thus help the cause of education and culture in a poor country.

When I dilate on mediaeval libraries and describe them as seats of learning and repositories of our cultural heritage, I am fully aware that the modern problems of libraries and their significance and utility are much more complex than our forefathers could imagine. Knowledge and culture are no longer the monopoly of the few, nor is it considered necessary or fair that they should be so. We live in an age of mass awakening characterised by a determination to abolish illiteracy and to allow everybody to share the blessings of sweetness and light which have been so long the monopoly of a privileged class living in cultured ease. In these changed circumstances, libraries should naturally function as the necessary instruments of mass awakening and general diffusion of culture. This is the basic idea which serves as the motive force of the library movement in every advanced country and has determined the planning and organisation of libraries in most democratic countries. In India we are on the threshold of constructive democracy, and nothing perhaps is more important to-day than to initiate a library movement on a national scale as a part of a national campaign against illiteracy, ignorance and superstition. But I need hardly say that our efforts should be well-planned and well-organised to avoid duplication of effort and dissipation of our limited energy and resources. I hope that this Conference will concentrate on this and allied problems and evolve a constructive plan which will be of lasting benefit to the country.

I wonder if it is presumptuous on my part to draw your attention as a layman to a few significant aspects of the library movement in some of the advanced countries of the West. It

has seemed to me that a library movement, which is ancillary to the general programme of mass education, must depend, to a considerable extent, on charitable endowment. In England the library movement in the 19th century made considerable progress largely through the generous financial encouragement of Andrew Carnegie, who, from 1887 onwards, began to present library buildings to towns in England as well as to Scotland and the United States. I think that in India we have also to capture the imagination of the generous rich and persuade them to play the role of Andrew Carnegie. As regards planning, it would be worth while for us to consider the report of the Departmental Committee on Public Libraries published in England in 1927 which has outlined "A co-ordinated national system of public libraries, consisting of the urban libraries and the county libraries, with their village and small town branches, all these working together in regional schemes of co-operation, and beyond them the central library for students acting as a reserve for out-of-the-way books and as the centre for mutual loans between a large circle of special libraries and the public libraries." Moreover, we should organise on American lines a Library Commission in each province, the functions of which will be library extension, including aid in improving existing libraries, starting new libraries where needed, promoting co-operation between libraries, providing library service where local service is impracticable, etc., and there may be a co-ordinating body like an All-India League of Library Commissions. Again we must see how far it is practicable to introduce the system of travelling libraries and the system of "package libraries" which have been highly successful in America. Another urgent line of development is the provision of library facilities for children. In America sometimes a separate room is provided for children in the public libraries, and in such libraries as cater for children the juvenile circulation amounts to 30 to 50 per cent of the total. It is interesting to note that as much as one-quarter to one-third of the total book fund is considered a reasonable proportion which may be devoted to children's needs. We must see how far our public libraries in the cities are in a position to provide such a children's service,

I should not expatiate at great length on matters that are going to receive the attention of experts from all parts of the land congregated in this hall this afternoon. To them I extend, on behalf of Delhi, Old and New, a most hearty welcome. They have an arduous session before them, and I fervently hope that their deliberations will bear fruit and make this Conference a landmark in the history of the library movement in India. The presence of Sir Girja Shankar Bajpai who has, inspite of the numerous demands on his time, kindly consented to open the Conference, is a happy augury for its success. A message from a person of his wide outlook, erudition and culture will, no doubt, be an inspiration to us all and direct the activities of this Conference and of the All-India Library Association along channels of ever-increasing usefulness.

I would now request you, Sir, to open this Conference.

OPENING ADDRESS BY SIR G. S. BAJPAI

The language of convention comes readily to a man's lips on occasions like this. However, the conventional phrase is not necessarily insincere. That, I assure you, is true of my expression of thanks for the honour of being asked to open your proceedings. But I confess that the reason for your choice of me is not evident, at least, to me. I only hope that the selection has not been influenced by the inaugural role that I have played at one or two conferences in recent years; the reputation of a professional usher in words is not one that I particularly merit or covet.

Possibly the inclusion of the heading 'Libraries' in the subjects dealt with in the Deptt. of Education, Health & Lands has misled you into the belief that I am competent to speak about them. If so, disillusion will swiftly come to you. The real expert amongst us on the subject is the Educational Commissioner, though my signature may, on occasion, vicariously adorn his flats. But if you will prefer amateurs to experts, you must not grumble at the consequences.

Let me say at once that of the technique of Library organisation and management which are, I believe, the main concern of your Association, I am completely ignorant. I have a few books of my own; such of them as have so far escaped the attention of Delhi's ubiquitous and imperishable hordes of white-ants are arrayed imposingly, for six months every year, on shelves in such rooms of the house as have space for these somewhat bulky articles of domestic furniture. Beyond creating in kindly or credulous visitors and guests a false impression of deep and diverse reading on my part, they serve no useful purpose. Let me add, in parenthesis, that I pass no judgment on the fine ethical point whether what is false can be useful. I shall only plead in self-defence that the deceitful display is the handiwork of my children.

But though I may have read little in the past and read less now, I have always been interested in Libraries. The sight of

books, in mass, whether huddled together in the confusion of a scholar's study or impressively marshalled on lofty shelves, as in well-cared libraries, public or private, fills me with lively pleasure. It serves as an inspiration, fleeting it is true, and therefore fruitless, but keen and joyful while it lasts, to explore the rich and limitless kingdom of the mind.

Now I am sure that the experience is not peculiar to me. There must be thousands like me and many amongst even the unlettered in whom the desire for this kind of satisfaction slumbers for lack of stimulus. Curiosity is not only the foundation of knowledge; it is, in varying degrees no doubt, one of the universal human cravings. The psychologist will probably tell you that there are different kinds of curiosity; ultimately all curiosity is mental and I think it will not be too much to claim that the great majority of us seek an answer to their questionings in what others have thought and observed and recorded. Civilised man tends more and more to seek knowledge in books. Hence the need for Libraries. But it is not only for the satisfaction of man's intellectual and spiritual curiosity that libraries are useful. Our democratic world would regard the fulfilment of such a purpose alone as undemocratic; the aristocracy of the mind is no more popular than the aristocracy of wealth or of birth. Happily, the librarian can ask for support for his movement on its strictly utilitarian merit; libraries are such a useful aid to every kind of reformer, political, social, economic. Whether one seeks to educate an electorate in the use of the vote to decide some important public issue, or to promote some measure of social change, or to increase the industrial or agricultural output of some unit of the community, the appeal of the printed word is coming to be recognised, even in countries where literacy is backward, as being, perhaps, the most powerful, because its effects endure longest. The French saying that what is written remains, while what is spoken flies, expresses an indubitable truth. That is why neither the newspaper nor that remarkable invention, the radio, can threaten the permanence of the library as an instrument of education. The other two,

in spite of their wider range, are likely to prove ephemeral in effect. Indeed, even newspapers find a permanent home only in reference libraries !

Your Association, I gather from reports of past sessions, has done much, during its short existence, to disseminate information about the scientific organisation of libraries, to collate and publish knowledge of the resources of important libraries in India, to press their claims to expansion and to train librarians. These are useful activities and deserve wide support. But I have a feeling that your main aim will not prosper until there is a keener and more general appreciation in the country of the practical utility of libraries. That is the justification of my immediately preceding remarks. Both Govts. and people have to be taught that libraries are not merely workshops of the professional scholar, haunts of recreation for the cultured, a somewhat contemptible means of ostentation for the nouveaux riches or dusty and unused additions to civic amenities. They may be all these and yet they are more ; they are potential homes of light for the multitude, both young and old.

Carlyle's well-known epigram that the true University is the Library is true of the modern world, but is particularly so of India. Even if our seats of learning were multiplied a hundred-fold, the vast majority of our people could not make use of them. Not all of them have the aptitude for higher education and few can afford the cost in money and time. The hard struggle of life draws now and will always continue to draw millions to work before they have mastered even the rudiments of literacy. But though lessons may cease, minds do not cease growing, nor man's need for applied knowledge. That is the whole justification for mass education and libraries will probably be its most effective instrument. It is true that to the illiterate libraries can be of no more value than the glory of the visible world to the blind. But it is the hope of every one of us that the evil of illiteracy will be strenuously and persistently attacked until it disappears. Those engaged in the battle have, therefore, to look ahead and to realise that the end of illiteracy will mark

the beginning of a universal demand for libraries ; not institutions like the Bodleian at Oxford or the great congressional library at Washington in the U. S. A.—these are mainly meant for the advanced student and the specialist—but small collections of simple books, suited to the intelligence and interests of the industrial worker in the town and the peasant in the countryside. It is because mass education and libraries of the modest and popular type that I have described are so intimately linked that I venture to suggest that Provincial Departments of Education should pay special attention to their organisation and development. In this respect, your Association can do little more than proclaim the need or assist in the formulation of plans. The execution of those plans in the function of public authority which alone has the resources and the power to carry them out. But you would be doing a national service if you could, by pertinacity of effort, make this vital connection between libraries and popular education part of the common currency of educational thought. Once the link becomes patent, the demand for a systematic diffusion of libraries throughout the land will grow until it becomes irresistible.

And now, gentlemen, this discursive, even inconsequent, catharsis must come to an end. Your time, if not mine, is valuable and must not be wasted. I wish full success to your public-spirited endeavour. I am not unconscionable that, although you are inspired by a high purpose, many look upon you as well-meaning visionaries or, worse still, seekers after trifles. Let not the pity or contempt of these superior persons depress you ; the start of many great movements had been hampered by indifference or ridicule. The lonely sower of seed in a valley on a windy day is often an object of amusement to gay and glittering cavalcades that pass along the highway. Where would the cavalcade be, if the sower's labour did not yield the harvest that sustains life and make gaiety possible? Work in the spirit of the lonely sower.

PRESIDENTIAL ADDRESS

By

DR. WALI MOHAMMAD, M.A., P.H.D., I.E.S.,

Hony. Librarian, Lucknow University Library, Lucknow,

Hony. Secretary, Amir-ud-Doula Govt.

Public Library, Lucknow and

President of the Conference.

SIR GIRJA SHANKAR, MR. CHAIRMAN OF THE RECEPTION COMMITTEE, BROTHER DELEGATES, LADIES AND GENTLEMEN,

During the short period of its existence, the Indian Library Association has established two traditions : the first is of having as its president a person who has had a close personal knowledge of libraries and their administration, and the second of asking a person with special personal distinction in public life or in any field of learning to open the sessions of the Conference and thus secure important pronouncements on topics of wide and general interest. On previous occasions most of the important subjects connected with the aims and objects of the Conference have been ably and clearly discussed. For my choice of a subject, I have decided to speak of a few things to which I have given close thought and which might even invite criticism from certain quarters.

I think we all agree that the library movement is one of the most important of recent social developments and that the actual and potential value of libraries is an asset of primary importance to a civilised community. It may, perhaps, prove impossible to maintain in these times of flux and rapid changes any democratic institutions without adopting means for the enlightenment of the people and improving their social and cultural ideals,

A library under modern conditions should be regarded as the brain-centre of every community ministering to the intellectual, spiritual, social, cultural and practical needs of man, woman and child.

Libraries in olden days were merely depositories of national literature and archives, the use of which was restricted to the Imperial household, the ecclesiastics, state officials or the learned. All store-houses of books, of records and of material were reserved for the use of the privileged few and the public rarely had any access to them.

All this has changed and the aims, functions and purposes of libraries have been redefined. It is now universally accepted that the objects of a library are not only to assemble and preserve books and related materials as special collections but, through stimulation and guidance, to promote the free use of books and thus provide an indispensable agency in the education and reconstruction of a country.

The ideal of book-preservation has given place to the ideal of service and the aim of every library is to make the maximum number of suitable books available cheaply, efficiently and quickly to the maximum number of readers and thus guide the development of all sections of the community. But the strong tradition of book-collecting for purposes of preservation and admiration as objects of art and rare collections still lingers in many quarters and the outlook both of the authorities maintaining the libraries and of those who administer them is to treat libraries in the same way as they would treat a museum containing fossils or antiquities. It may be more profitable to wander into a cemetery and read some epitaphs there than to look at books behind closed doors or glance at them through glass panes.

One institution for the whole of India and perhaps one library in each province should, apart from book circulation, aim at book-collecting and book-preservation and should possess as many books as possible on all branches of knowledge and thus serve all workers in the country or the provinces.

While large funds and special grants would be required for acquiring publications in foreign languages, all provincial publications could be acquired without any difficulty. The Indian Library Association has made definite suggestions about creating Copyright Libraries in each province. When it is realised that according to the Book Registration Act every publisher is required to deliver three copies of every published work to the Local Government it seems easy to arrange that one of them may be transferred to any one of the Provincial Libraries which may function as the Copyright Library of the Province and another copy to the Central Institution which should serve the whole of India.

It will be seen that the proposal can be put into practice if the Local and Central Governments undertake a very simple legislation with the sole object of creating national libraries.

Perhaps an example from Soviet Russia which resembles our country in its vastness, its mass illiteracy and its lack of funds might be interesting and even instructive. The Soviet Government, by a decree, has created a system by which each of the thirty-seven libraries in the Union receives a copy of every book, periodical, newspaper, map, chart and item of music published either in their respective Republic or in the other Republics of the Union, while four large libraries receive two copies of everything published. The library system has a definite place in the planning programme and the number of libraries to be built and the number of books to be added are just as much an integral part of it as the building of new factories and new power-houses.

I believe the picture is now complete. Each district co-ordinates the work of all the libraries situated in it and each province has its own Copyright Library which serves as a regional library embracing and co-operating with all the libraries situated in the province. Each of these regional libraries is connected in its turn with the central library which co-ordinates the work of locating books and facilitates interborrowing by means of union catalogues, indexes, etc.

Perhaps you too, like me, visualise a National Central Library situated in this ancient and Imperial city supported by a large number of departmental and official libraries and helped by the young and promising University of Delhi, functioning as the centre for outlier and regional libraries situated in the town, in the provinces, and spread over the length and breadth of India, lending a helping hand to them all and supplying the needs of all who cannot get what they require in their own home libraries.

As new libraries are being established and the old ones are allowed to grow up, large sums are being spent on building up collections but their direction and control are completely ignored. Any person who is not wholly illiterate is regarded as suitable for the post of a librarian. Indeed many an appointing authority regards librarians as mere caretakers and consequently expect neither professional nor special qualifications from them. I know of a Public Library in a large town which carried on its work for nearly twenty years without any proper accession registers, without any catalogues, without any accounts books and without any stock-taking. This library was in receipt of an annual grant of over Rs. 10,000.

It is not realised that it is the librarian who really makes the library the living organism that it should be, and that in order to achieve this, his qualifications cannot be too high. His is a constantly expanding ideal and in order to be successful, he must keep pace with the developments in all branches of knowledge as well as in library technique. It is evident that both the standard of qualifications and the extent of experience essential in a person responsible for the administration of a library have to be very high. The Indian Library Association has as one of its objects the improvement of the status of the librarians and has taken steps to encourage the institution of training courses in various centres with the object of providing trained and qualified librarians.

At present such courses are being conducted by the Punjab and the Madras Universities and by the Imperial Library at

Calcutta, while the Universities of Aligarh, Lucknow and Bombay are considering the institution of such training courses.

It is interesting to note that the Sapru Committee on Unemployment suggested that classes in library training should be started for relieving unemployment among the educated classes.

Though all types of libraries were approached with a view to provide librarians already employed by them with facilities for receiving the necessary training and to encourage the employment of qualified librarians in future, the response, though satisfactory in some quarters, is somewhat discouraging from others and specially from government departmental libraries and the universities and their affiliated colleges.

Before library training classes are extended, it is worth while enquiring if there is room enough for such trained librarians, and whether the employers are prepared to give them preference over untrained persons. The situation with regard to unemployment would not be any easier by having an army of trained librarians for whom no employment can be found.

Then there is another matter which deserves your attention. There should be some well-defined minimum qualification, some kind of uniformity in the training imparted, some equalisation of courses and their length and some equivalence of standards achieved by persons trained at various centres and the diplomas granted by them should have a definite value. For this purpose, the Indian Library Association should take the necessary initiative and co-ordinate the work of different training centres. In this connection it should be noted that courses extending over a few weeks or months cannot have much value. In Germany the qualifications necessary for a paid post in a library are two years' voluntary work in a public library and one and half years' attendance at a library school where the library examination should be passed.

In these days when the extreme poverty of the country is specially emphasised and the imperative need for economy confronts every public body and every private institution and when the threats of a salary-cut are keeping many of us awake

at nights, the need of utilising our resources to the best advantage and of avoiding all unnecessary waste is very great indeed.

Very few libraries can buy all the books which they are asked to. Most of the libraries would naturally try to provide students' text-books, cheap books, popular books and books of reference like dictionaries and encyclopaedias, but rare and valuable books, manuscripts, books on highly specialised subjects out-of-print books, foreign books and back volumes of periodicals will be beyond their reach.

Most of you who are connected with University Libraries know that when a grant is allocated for the purchase of books and periodicals, the larger proportion goes to the periodicals. New sciences are being created and highly specialised periodicals are being started on fresh subjects or on a particular branch of an old science. The temptation to subscribe to all periodicals is very great and when this is partially satisfied, this is immediately followed by a demand for back volumes of the same periodicals which being out-of-print can be had only at exorbitant prices. It is asserted that teaching and research work cannot be carried on owing to the lack of these periodicals or highly specialised works. Not only Professors of our Universities but even the University Librarians in England have made a fetish of learned periodicals and have given rise to a fear which is shared by even the University Grant Committee of Great Britain. And yet the very back volumes or works may be lying idle in a neighbouring library, and could be consulted just for the asking. Just think what large sums would be required if all the important journals in one or two subjects alone, say Physics or Chemistry, together with their back volumes for at least fifteen or twenty years had to be purchased by five University libraries situated in one single province and when the whole burden falls upon one Local Government which is responsible for financing them all! Are all the resources and the wonderful collections of such special institutions as Government of India Records Office (Delhi), the Imperial Institute of Agriculture (Delhi), the Imperial Forest Research Institute (Dehra Dun), the Indian Institute of Science (Bangalore), the Geological, Zoological and Botanical Surveys of

India (Calcutta) and the Imperial Library (Calcutta), to be reserved for the use of a few Government officials and a few privileged persons and not made available to others? We all like to have the collection of books and periodicals within our reach so that we may consult them by merely stretching out our arm. But imagine what wonderful results could be achieved and what real economy can be effected by inter-borrowing and what unnecessary duplication and waste could be avoided by a little co-operation.

Library co-operation in one form or another is found in all civilised countries. In France books are lent from one University to another by virtue of a ministerial decree. In Germany the libraries are administered on uniform lines and by means of a special catalogue of the seventeen largest libraries, it is possible to locate millions of volumes, so that books can be lent from one library to another without difficulty. During my student days at the Gottingen University, in Germany, I found that if a collection of nearly a million volumes did not contain the book of my choice, the same could be procured from Berlin or Heidelberg or Vienna within a couple of days. In England the reader's choice is no longer limited to those books which happen to be on his own shelves. Through his local library he is now able to draw upon the national book-stock and there is hardly any book, however rare and expensive, which he cannot obtain if he will only take the trouble to ask for it. It is amazing to find that with the help of the National Central Library, the humblest reader can now draw upon more than 21 million books in libraries of all kinds throughout the land at no cost other than that of postage. If the National Central Library cannot obtain a wanted foreign book in the British Isles, it will, upon request, make enquiries from foreign libraries for it.

The Librarians' Conference at Lahore, the Inter-University Board and the Indian Library Association have all recommended this interborrowing of books, but little progress has been made in giving effect to the scheme so ably worked out by the Indian Library Association. Is this due to the apathy of the individual librarians who still buy their collections and believe in the old idea

of being keepers of books rather than the new ideal of being distributors of books? Or is it due to the apathy of the Managing Committees and Executive Councils who are unwilling to change their rules and regulations and believe in reserving their collections for their own members or subscribers and, though they give assent to those proposals in Conferences, disallow them when they are discussed by their own Committees?

Some time ago, I was engaged in preparing a Directory of the Libraries in the United Provinces and what struck me most was the financial handicap, the insufficiency and even the absence of trained personnel and the complete absence of standardisation of library-practices. However important it may be to have a good collection of books, a good building, a good catalogue, a good arrangement on shelves, there is nothing so important as the use which is made by the persons for whom the Library is meant. The whole technique of librarianship should be directed to the achievement of this final result.

All of us would agree that a library should be properly housed, should not become a museum or a pawn-broker's shop or a book-stall. It should provide all the amenities for work and research, books should be carefully classified and properly catalogued and the arrangement on shelves should be convenient and scientific and service should be prompt and courteous. But the real test is the extent to which your service to the reader has supplied all he wants, for his information, scholarship, research, culture or mere recreation.

Are you really interested in reaching the great percentage of population which does not for one reason or another make use of the library? Are you striving to make the service of even a small library fruitful over a wide area?

Another feature of the present state of the libraries which struck me was the appalling ignorance of the functions of the librarian among those responsible for the conduct and those in immediate charge of the libraries. A Judge or an eminent lawyer may be an authority on matters legal but not on libraries.

No one would dream of entrusting either the conduct or the decision of a law-suit to a librarian yet it is quite common to find the conduct and control of the libraries entrusted to members of the Bench and the Bar.

Even the education departments of the Local and Central Governments lack technical and specialised knowledge and there is no one to act as their adviser. It will be interesting to find out what use the Central and the Local Governments have made of the Library Associations already in existence and if they have referred any problems to them or if they have even recognised them as agencies for supplying necessary information and advice.

Should not all the departments interested in education, rural uplift and universal mass awakening have state advisers who could undertake the survey of library conditions and give advice regarding library buildings, book-selections, cataloguing, book-circulation, discarding of old and stale books, the balancing of departments and a score of other problems connected with library administration and particularly the location of libraries and their scope and the distribution of funds?

A most useful form of library-publicity work would appear to be the holding of library-exhibitions and book-fairs either in connection with Conferences, Convocations, annual meetings or other suitable occasions. Such an exhibition will focuss attention upon the libraries, popularise the library movement and bring home in a concrete form the benefits to be derived from books. It will make a direct appeal to the eye, which is the most forceful way of securing interest. It will also bring into relief the local resources and local deficiencies and impress upon both the authorities and the public the needs of the locality and direct attention on the ways of supplying these needs. It may encourage private collectors to exhibit their collections or even to part with some of them for the benefit of the larger public. Just imagine the effect on a person who can view and inspect at leisure monographs, gift books, juvenile books, illustrated books, reference books and books on subjects in which he or she is specially

interested. The exhibition should cover not only books, periodicals, rare and valuable manuscripts, etc., etc., but also aids to librarianship, such as library furniture, appliances and requisites.

As I have said above, the modern librarian believes that he should find a reader for every book on his shelves and provide a book for every reader in his community and that he should in all cases bring the book and its reader together. This is done by giving greater facilities in the lending of books for home use, free access to shelves, cheerful and pleasant surroundings, rooms for special collections, space for research facilities, adequate lighting and ventilation, co-operation with other libraries, longer hours of opening, more useful catalogues, the extension of branch library systems, the provision of travelling libraries, the co-ordination of work through lectures and exhibits, the immense assistance rendered by photography and the films and now by the radio, the attached museums and many other activities which characterise a modern library.

What is being done to teach the students and the public in the arts of reading and in methods of using a library? No library can discharge its functions properly if its contents are not fully appreciated and properly utilised. What steps are taken even in the University Libraries in familiarising readers with the library arts, the uses of catalogues, indexes and bibliographies, the meaning of classification and above all the functions and scope of books of reference? Is it not time that the Universities realised the importance of library instruction and instituted a special course of lectures on the methods of using the library?

Would I be inviting your criticism if not actual disapproval when I say that, with very few exceptions, in most of our libraries there is no contact between the reader and the library staff and the reader receives little or no help from the staff, and no authoritative advice on whatever phase of a subject he may be interested in. Readers are too diffident to make enquiries and the library staff either too ignorant, or too careless to answer them. It has been often suggested that all important libraries should provide one or more Reference Assistants or readers'

advisers who could render direct and systematic assistance to researchers and students, acquaint them with the resources of the library and familiarise every reader with the use of reference books; in short answer all enquiries which require searching among books, periodical literature and official reports.

In a country where more than 80% of the population depends upon agriculture and where illiteracy is perhaps the greatest, no one can overlook the vital and immediate need of rural uplift and of mass education.

Various experiments launched out for providing primary education for the masses at enormous cost have clearly demonstrated that the money spent on elementary education will be largely wasted if steps are not taken to prevent the subsequent wide-spread lapse into illiteracy.

A primary education, lasting for a period of three or four years, is followed by absence of all suitable facilities for continuing this education with the help of books and other appliances and, as all further formal education is generally beyond their reach, all the money, labour and time spent, is practically wasted and with passage of time there is no difference between an illiterate person and one who has had no further opportunities than those obtained in the primary school. One sure way of preventing this relapse to illiteracy is the provision of rural and travelling libraries. It will not be a sound policy to spend crores on elementary education and to refuse a few lakhs for providing the only means by which primary education can continue and be of a lasting nature.

What position do vernacular books occupy in our libraries? If you visit a German or a French library, you will find that English books are treated as foreign books just in the same way as in an English library a German or a French book would be treated as a foreign book. As English has been and is the medium of instruction in our schools and colleges, our collection of books, our methods of classification and cataloguing, etc., have been devised for handling books in the English language. It is a pity that our libraries possess very poor collections of books in the Indian languages, principally due to the paucity

of works in these languages. Various librarians adopt different methods of classifying and cataloguing Oriental works and, though an attempt has been made by the Indian Library Association to evolve a uniform and standardised method, very little has been achieved so far.

I cannot leave off the question of vernaculars without referring to a few points which appear to me to be of vital importance. First, our vernaculars are very poor both in standard works and works for the general reader. No mass education or adult education is possible without educating the community by means of its mother tongue and supplying all essential information and knowledge in its own vernacular. Some of the so-called books in the vernacular languages are of no value and are not fit for any library. We should all encourage the publication of books of real value and merit. The second thing is that most books in the vernacular languages are printed on poor paper, in poorer type with uncut pages and without any cover or binding.

Books should be beautifully printed and artistically bound. They should reveal the contents from their attractive appearance and make a direct appeal to the prospective purchaser and the reader.

The general standard of book-production specially in vernaculars is very low indeed and, as you know, it is not always due to the fact that these books are intended to be sold at low prices to the people who cannot afford to pay higher prices. The late Sir Syed Ross Masood used to say that some years ago he searched high and low for a decent edition of *Diwan-i-Ghalib* to be presented to a European scholar and could not find any which he could present without feeling ashamed of the fact that the works of one of the greatest poets were so badly printed in bad type on very inferior paper and without any binding. Happily this deficiency is now removed, but what about the works of other well-known authors?

Is it too much to expect that the librarians could do something to raise the standard of book-printing and book-production in our vernaculars?

And, lastly, there is a crying need of books on subjects of general interest by standard authors. Think of the scores of library-series in the English language and the remarkable books one can buy for half a crown, a shilling and now even for six pence! The more good books are produced in our own vernaculars, the more will be done for the education of India.

Many among you are no doubt aware of the difficulty experienced owing to the absence of reliable and efficient booksellers. Very few booksellers carry any stocks or possess means of tracing and locating a book. How often many of you have wanted to consult a catalogue of Indian publications and have been disappointed at finding none? As regards prices you have simply got to rely upon the particular booksellers through whom books are ordered. Is it not time that booksellers and publishers were invited to our Conferences and made to co-operate with us by taking part in our deliberations?

I have tried to show that if libraries are the brain-centres of a civilised society, then library service is the blood-stream to make it grow and prosper. It is as essential to have excellent and complete collections of books properly housed and properly arranged as it is to bring them within the reach of millions instead of the privileged few. For a good and efficient library-service, a good librarian is necessary and the librarian must be properly trained and equipped for his task. Reference-assistants and readers' advisers are as necessary for instructing the readers as state advisers for enlightening those in authority. While a few central libraries are essential, many others should avoid unnecessary duplication and waste, by means of mutual co-operation and by interborrowing. Some sort of effective publicity is also needed. Efforts should be made to encourage better output of vernacular books and the standards of printing and book-production should be raised. More bibliographies and union catalogues, more provincial and regional library associations and more frequent conferences will bring better understanding and better interchange of ideas.

The Indian Library Association has already done much to bring home the importance of Library movement, Library

co-operation and Library training. It has helped in the formation of provincial library associations and it has given the librarians of the whole country an excellent opportunity of meeting, and discussing common problems and evolving useful schemes. I have every confidence that the Delhi Session will prove as fruitful, nay, even more fruitful than any held so far.

I am sure the Conference would like me to convey our cordial thanks to the Vice-Chancellor of the Delhi University for his generous hospitality and to the members of the Reception Committee for the friendly welcome they have given us. Our thanks are also due to the members of the Working Committee upon whom the heavy and difficult task of all local organisation has fallen. And last but not least is our deep appreciation of the excellent services rendered by the Honorary Secretary of the Indian Library Association, Khan Bahadur K. M. Asadullah Sahib of the Imperial Library, Calcutta, for the ability, zeal and enthusiasm with which he has carried on the work of the Indian Library Association.

I have every hope that your deliberations will prove beneficial to all concerned and that this Conference will give a fresh orientation to our outlook and provide new solutions of our problems. I wish you all a most profitable session.

APPENDIX V.

**Messages Received on the Occasion of
the Conference.**

THE HON'BLE SIR MAURICE GWYER, K.C.B., K.C.S.I.. CHIEF
JUSTICE OF THE FEDERAL COURT OF INDIA—

There is no place more fascinating than a library and no place in which it is possible to spend happier hours. Those of us who have benefited by the opportunities which a good library alone can give will always be ready to co-operate in extending those opportunities to others ; and that I understand to be one of the purposes which your Conference holds before it. Your periodical meetings also, by facilitating the exchange of ideas and the renewal of professional contacts, serve to stimulate and to encourage those engaged in this great educational and beneficent work.

I am very sorry that absence from Delhi will prevent me from attending any of the meetings in connection with the Conference. I hope, however, that you will permit me to send you the enclosed contribution towards your administrative expenses and to wish the Conference every possible success.

DR. T. P. SEVENSMA, SECRETARY-GENERAL, INTERNATIONAL
FEDERATION OF LIBRARY ASSOCIATIONS; DIRECTOR, LEAGUE
OF NATIONS LIBRARY—

I have received your letter of October 18th and was very interested to hear about the All-India Library Conference to be held at Delhi in December next. I hope you will keep us informed as to the work achieved at this Conference and beg you to convey to the Conference my sincere wishes for its success.

W. C. BERWICK SAYERS, CHAIRMAN OF THE EXECUTIVE COMMITTEE
& PRESIDENT-ELECT OF THE LIBRARY ASSOCIATION, CHAUCER
HOUSE, LONDON—

It is a great pleasure to me to send to my Indian brethren a cordial greeting for the Third Conference of the Indian Library Association. It is a pleasure to learn that the two previous conferences did much good work, the influence of which is still left; and I am sure that this one will be undertaken with even increased enthusiasm.

Every librarian knows that the culture of a nation must be based upon comprehensive and otherwise adequate libraries; even the best of teaching fails of its end, or at any rate loses much of its influence, if it is not followed up by the use of books, which can only be done if there are libraries to supply them. No doubt the Association values at its right estimate the great vernacular literature of India, and is doing everything possible for its security and dissemination. But even greater, if I may say so, is the duty of libraries to put before their communities the true and impartial thought of all peoples everywhere. That libraries may be centres of culture, radiating it with complete impartiality and to all men of all classes is the true ideal of the modern librarian.

All of you who meet at Delhi to-day will, I am sure, work with joy and faith for this great end; and we in England send you our warmest good wishes for a useful and happy time.

P. S. J. WELSFORD, F.C.I.S., SECRETARY OF THE LIBRARY
ASSOCIATION, CHAUCER HOUSE, LONDON—

I have to acknowledge receipt of your letter of the 18th October, giving me details of your Conference next month. I am certainly interested to learn of the developments which have taken place in your Association and trust that you will continue to make progress in the future and will have a most successful Conference.

SIR HARRY LINDSAY, K.C.I.E., C.B.E., PRESIDENT, ASSOCIATION
OF SPECIAL LIBRARIES & INFORMATION BUREAUX, LONDON—

It is with the greatest interest and pleasure that I send from London, as President of the *Association of Special Libraries and Information Bureaux*, a message of greeting in the name of "ASLIB" to the Indian Library Association assembled at the All-India Library Conference in Delhi.

I note the considerable progress which has been made by your Association in the short period of three years it has been working. The fact that you now have support from Indian University and Special Libraries cannot fail to strengthen your influence for good in the library work of India, and also provides a welcome link with our own Association in England.

On account of my own long stay in India and my connection with Indian affairs until recently, I count it a special privilege to be able to convey to you the good-will of our Association and their best wishes for a successful conference.

ARTHUR F. RIDLEY, CHAIRMAN OF THE COUNCIL, ASSOCIATION OF
SPECIAL LIBRARIES & INFORMATION BUREAUX, LONDON—

Your letter of October 18th addressed to Miss E. M. R. Ditmas, General Secretary of ASLIB, has been passed to me, and I am happy to enclose herewith, for presentation to your Conference, a message written and signed by our President, Sir Harry Lindsay.

May I add my personal good wishes for a very successful Conference?

PAUL OTLET, MUNDANEUM-LES INSTITS DU PALAIS MONDIAL,
LONDON—

Nous sommes en possession de votre lettre du 18 Octobre.—
C'est avec grande satisfaction que nous apprenons les progres de
votre conference et des efforts pour la meilleure organisation du
livre instrument de la culture dans les Indes,

Nous vous présentons nos félicitations et nos vifs encouragements.—Récemment le Congrès Mondial de la Documentation Universelle (organisé à Paris en août dernier) avec notre grand concours) a décidé qu'il y avait lieu de développer le réseau universel de la Documentation.—Nous vous envoyons un exposé à ce sujet ; nous espérons que vous le considérerez comme un message et nous serions heureux que vous le fassiez connaître à la séance d'ouverture, en même temps que notre appel à la coopération des bibliothèques des Indes.—

Nous souhaitons aussi qu'un " Mondaneum " complété par un " Indianeum " établi dans l'Index soit maintenant instauré en liaison avec le réseau universel et par l'initiative entreprenante de la " All-India Library Conference."—

Avec l'expression de nos sentiments les plus distingués.

H. H. E. CRASTER, ESQ., LIBRARIAN, THE BODLEIAN LIBRARY
OXFORD—

I am grateful for your letter of 18th October. The support which the Indian Library Association has received and the progress which it has achieved in such a short time cannot fail to be of interest to library authorities in this country, and I hope you will communicate to the Conference in December the congratulations and cordial wishes of the authorities of the Bodleian Library at Oxford.

R. D. HILTON SMITH, ESQ., BOROUGH LIBRARIAN, METROPOLITAN
BOROUGH OF DEPTFORD, LONDON—

I have heard with much interest that the Indian Library Association will be holding its next Conference in Delhi in December 1937.

I wish to send my best wishes for the success of this Conference and to congratulate the Indian Library Association upon the record of achievement which it has already built up in the comparatively short period of its existence. There can be no question but that an Association like yours, linking together all

those who are concerned in the spreading of literacy and the development of the library idea as an instrument of knowledge and culture, is doing work of the utmost importance and value.

On behalf of my own library, of my colleagues in London, and of the Journal which I have the honour to direct on behalf of the Library Association, I send my heartiest good wishes for the success of this Conference and the continued success of your beneficent activities in India.

WM. W. BISHOP, ESQ., LIBRARIAN, UNIVERSITY OF MICHIGAN,
ANN ARBOR—

I am very glad indeed to have your note of the 18th of October, telling me about the Third Conference of the Indian Library Association to be held in Delhi next month. Your letter gives me very interesting details about the Indian Library Association. I trust sincerely that the Association will go on to greater usefulness and more influence. I am sure that the International Federation of Library Associations and its officers will be greatly interested to learn of your success. As Honorary President of the International Federation, I beg to express our continuing interest in the Indian Library Association and our best wishes for a successful conference.

CARL H. MILAM, ESQ., SECRETARY, AMERICAN LIBRARY ASSOCIATION, CHICAGO—

On behalf of the American Library Association may I send greetings and best wishes to the Indian Library Association on the occasion of its Third Conference.

It has been very gratifying to learn of library progress in India during recent years, and we feel sure that the Indian Library Association is destined to play an increasingly important part in this movement.

G. SRINIVASA MURTI, HONY. DIRECTOR, THEOSOPHICAL SOCIETY,
ADYAR, MADRAS—

The Adyar Library sends its warmest greetings to the Third Session of the All-India Library Conference, and while regretting its inability to attend the Conference, prays for the success of the Conference.

DIWAN CHAND SHARMA, 1-A, COURT STREET, LAHORE—

I am much obliged to you for your kind invitation to the next session of the All-India Library Conference to be held at Delhi on the 22nd, 23rd and 24th December, 1937. "

I, however, regret to say that it would not be possible for me to attend it. Still I wish the best of success to the Conference and hope that the libraries in India would not only help the reading public in the towns, but would also undertake some kind of service for the benefit of the dwellers in the villages. I think the Conference should formulate a comprehensive scheme for making the treasures of learning and knowledge and information available to the Indian masses.

M. OWEN, ESQ., M.Sc., I.E.S., SECRETARY TO GOVERNMENT OF
THE CENTRAL PROVINCES AND BERAR, EDUCATION DEPARTMENT—

Sir—With reference to your letter dated the 12th October 1937, I am directed to say that the Hon'ble Minister of Education regrets that he is unable to attend the Conference. He hopes that the meetings of the Conference will be attended with all possible success and will be glad if a copy of the Resolutions is sent to him.

G. C. SURENDRA NATH, B.A., LIBRARIAN, USMANIA MEDICAL
COLLEGE LIBRARY, HYDERABAD, DECCAN—

I have great pleasure in sending my heartiest greetings to the All-India Library Conference to be held in the historic city of Delhi and in wishing every success to the magnificent nation-building work undertaken by the Association. It is my fervent

hope that as a result of this session, Delhi, the Imperial City, will add to its glory by the foundation of an Imperial Library which would be a replica of the British Museum in England or of the Library of Congress in America. .

May the Library Movement prosper in India and may it add its quota to the building of the great National Edifice are the sincere prayers of one of its humble admirers !

K. BISWAS. ESQ., OFFG. SUPERINTENDENT, ROYAL BOTANIC GARDEN, SIBPUR, CALCUTTA—

My duties here at the time of the Conference will not allow me to take part in the deliberations of the Conference, which I regret very much.

As one of the foundation members of The All-India Library Conference, I need not impress upon you my genuine interest in this noble organisation. The day is not far off when thirst for knowledge of our great masses will make reading an indispensable part of the activities of their daily life. The day is also not far off when we shall all clamour for a great National Library in India, where will be enshrined our "mighty minds of old." I am happy to see on my return from England that the library organisation has become stronger and is proceeding on useful lines. I wish every success to the Conference.

APPENDIX VI

PART A

LIST OF PAPERS RECEIVED FOR THE
CONFERENCE

GROUP A

- * 1. "Library co-operation in India" by K. Nagaraja Rao, *Annamalai University Library, Annamalaiagar.*
- * 2. "A Library in Training College" by Mr. N. Appathura Aiyar, B.A., *Librarian, Training College, Trivandrum.*
- * 3. "Pitfalls in issue methods" by Mr. K. Natarajan, B.Ä., *First Assistant, Counter Section, University Library, Madras.*
- * 4. "Some pitfalls in the classification of books in History" by Mr. K. M. Sivaraman, B.A., *Classifier and Head of the Technical Section, University Library, Madras.*
- * 5. "Some pitfalls in book order work" by Mr. P. S. Srinivasan, B.A., *Accession Librarian, University Library, Madras.*
- * 6. "Some pitfalls in reference work—Part I Human Side" by Mr. C. Sundaram, B.A., *Reference Librarian, University Library, Madras.*
- * 7. "Some pitfalls in measuring adequacy of Library Service" by Mr. S. R. Ranganathan, M.A., L.T., F.L.A., *University Librarian, Madras.*
- * 8. "Indian Librarians and their Contributions" by Mr. Sant Ram Bhatia, *Librarian, Foreman, Christian College Library, Lahore.*
- 9. "Study-room—A new feature of the College Libraries" by Mr. V. M. Kolhatkar, *Librarian, S. P. College Library, Poona.*
- 10. "Importance of children's Libraries" by Mr. H. K. Vyas, *Baroda.*
- 11. "Manuscripts" by Mr. Damodar Misra, *Librarian, Ravenshaw College, Cuttack.*
- *12. "Public vs. Private Libraries" by Prof. M. S. Bhatta, *F. C. College, Lahore.*
- 13. "Library as means for promoting the growth of habits and instincts in children" by Mr. K. G. Bhagwat, *N. M. V. High School, Poona.*
- *14. "The need for Copyright Libraries in India" by P. R. Sekharam, *Guntur Teachers' Union, Guntur.*
- *15. "National Libraries of the World and our Imperial Library" by Dr. Thomas.
- *16. "A Public Library in the Modern World" by H. Zafar of Hyderabad, Deccan.

GROUP B

1. "Library Movement in India" by Mr. L. N. Gubil Sundaresan, *Teppakulam, Trichinopoly.*
 2. "Children's Literature" by Mr. R. S. Parkhi. *Assistant Librarian, Fergusson College, Bai J. Wadia Library, Poona.*
 3. "Intelligent use of Library by men in service" by Kishan C. Mathur, *Hony. Librarian, Marwari Library, Delhi.*
 4. "University Libraries in India and their Problems" by Mr. C. G. Viswanathan, *Librarian. A. V. D. Govt. Public Library, Lucknow.*
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* All these paper appear in fu full, in the following payges.

PART B

ABSTRACT OF PAPERS

1. *Library co-operation in India, by K. Nagaraja Rao, Esq., M.A.
B.L., Librarian, Annamalai University, Annamalainager*

SUMMARY

The question of inter-loan of books between different Indian Libraries is an important one and there is an urgent necessity to put it on a satisfactory basis. It is advisable to have a Central Bureau at Calcutta with a trained staff and adequate stock of bibliographies and catalogues of all Indian Libraries. This Bureau must have, in addition to the Union list of periodicals, lists of important and rare books from each library. A fee may be levied to meet the expenses from the participating libraries. The Government of India may be requested to afford some concessions and so also the railway authorities. A common system of classification for the whole of India is a long-felt want, which when solved, would facilitate the inter-borrowing of books a good deal. As the system of inter-borrowing of books is intimately connected with research work and as it is one of the duties of the librarians to aid researches, the problem of co-operation cannot be ignored and neglected. Hence the appeal to adopt suitable methods for its immediate and practical solution.

2. *A Library in a Training College by N. Appathura Aiyar, Esq.,
B.A., Librarian, Training College, Trivandrum.*

ABSTRACT

Main purpose of the library movement. To educate the illiterate, diffuse knowledge amongst them and dispel their ignorance—Russia, Baroda, Travancore.

Training College Library one of the central and influential libraries—opinions regarding few problems and usual possibilities are given.

What a library is—old and new conception.

Equipment. Location and equipment to be the proper stimuli for readers—arrangement to make it useful in maximum measure. Two drawbacks, the treasury and lack of anticipation of need.

Trivandrum Training College library situated on the 1st floor (58' × 21') and (25' × 21') provides 45 seats for men, 15 for women and 4 for staff.

Rules. Depend upon the nature of the library. Main facts to be emphasised—limitation of term—restriction of library hours—fines on overdue books—maintaining good manners. In this college three days for L. T., three for Undergraduate—three volumes, one week fine half anna per book per day.

Informality. Greatest possible liberty and informality compatible with the right of others to prevail in the library.

Books. Allotment spent to the best advantage—care to be taken not to overweigh one subject at the expense of another. Provision to be made to avoid the conflict between the teacher and the taught and for books on general information.

Readers. Analysis of our Training College students—Majority are students and teachers who come from village schools. Who is a teacher and what is expected of him.

Library hours. Need for provision of library hours in the time-table to relieve the student from the shackles of a rigid curriculum in his studies—how the library hours to be made more effective by both qualitative and quantitative methods—failure due to two blind spots, faculty and students.

Reference. Need for reference more felt in a Training College Library. A few typical questions. Service to individual readers and their results. How the library can solve the problem of illiteracy. The necessity for inter-library loans—connection with rural libraries, school libraries and university libraries.

Story hours. Object to create interest in the child to awaken an appreciation. News hour in our Model School.

Excursions. Their influence—help the mutual understanding between the staff and the students—appreciate the value of community life. Their relation to the library—our excursions.

Exhibition. Object to reveal the source of the library—to develop the library habit and to give stimulus to hunt facts. Our library exhibition.

Conclusion. In the education and rural uplift of any country; the Training College Library has a most important part to play.

3. *Some pitfalls in issue methods* by K. Natarajan, Esq., B.A.,
First Assistant, Counter Section, University Library, Madras.

ABSTRACT

The paper deals with the difficulties that arise out of the idiosyncrasies of readers who are either ignorant of the rules of the library or try to evade them wilfully. Emphasises the need for tact on the part of the Issue Section and also the need for providing the maximum possible mechanical comforts to the issue staff so as to release their minds to exercise vigilance and deal with difficult readers.

4. *Some pitfalls in book order work* by P. S. Srinivasan, Esq.,
B.A., Accession Librarian, University Library, Madras.

ABSTRACT

The paper starts with the difficulties that are likely to be met with in avoiding unintended duplication and in meeting with the difficulties that arise out of variant titles, variant authors, the use of series as titles and books that appear first in the form of periodicals. Most of the difficulties are traceable to the vagaries in the book trade world which are very pronounced under the present condition of India. Certain routine precautions are suggested to meet these difficulties.

5. *Some pitfalls in the classification of books in history* by K. M. Sivaraman, Esq., B.A., Classifier and Head of the Technical Section, University Library, Madras.

ABSTRACT

Having defined the scope of History, the pitfalls that arise out of conflict with common sub-divisions, out of deceptive titles, and oblique intention are first dealt with. Then difficulties that arise out of the overlapping of the fields of History, on the one hand and Politics, Economics and Sociology on the other, are discussed and some working conventions evolved in the light of the Canons of Classification. The latter part of the paper is devoted to a careful analysis of the pitfalls peculiar to the Decimal Classification and the Colon Classification.

6. *Some pitfalls in Reference work, Part I Human Side*, by C. Sundaram, Esq., B.A., Reference Librarian, University Library, Madras.

ABSTRACT

A preliminary survey divides the pitfalls into those on the Human side and those on the Bibliographical side. Cases that render difficult contact between the Reference Librarian and the reader are first discussed with concrete examples showing the ways by which the difficulties can be met. Secondly, cases where contact is easily effected but exact requirement of the reader is not easily enunciated by him or elicited from him, are discussed with concrete examples and certain methods are suggested to meet the situation.

7. *Some pitfalls in measuring adequacy of library service* by S. R. Ranganathan, Esq., M.A., L.T., F.L.A., University Librarian, Madras.

ABSTRACT

Discusses different units of measurement such as total number of volumes in the public libraries of a country, the number of volumes per capita in a country, the issue per capita per annum, the percentage of the population that uses public libraries, and the relation of the book stock to the varied interests of the people of the locality. A comparison of the conditions in Madras is made with those in different countries. Lastly all

these quantitative measures of adequacy are shown to lag behind the standards of modern librarianship which places emphasis on quality rather than quantity and on prompt, exact and intimate personal service through a competent reference staff.

8. *Public vs. Private Libraries* by M. S. Bhatti, Esq., M.A.,
Forman Christian College, Lahore.

SUMMARY

From private ownership to public proprietorship of the immense wealth potential in books is a change more revolutionary than any that has taken place during the last two hundred years. It was about the year 1731 that nationalization of books started in America nearly 45 years before the declaration of American Independence. In my opinion the Independence of America was in so small measure due to the step taken by Benjamin Franklin. It is no doubt a fundamental fact of History that political and even social progress follows intellectual emancipation.

A public library like the public schools is a great force. It is a necessary adjunct of the public school; without public libraries our public school system is bound to fail. No system of education can give us any permanent results unless it is secured by means of a network of public libraries. The progress of education at the school must be continued and supplemented by facilities provided by the public libraries which must be very well stocked and very efficiently administered.

A public library is a great social centre but especially it is a place from where *great ideas* radiate and raise the material and moral structure of nations. To-day nations can be arranged serially according to the love of reading each nation has fostered in her citizens. America, Germany, Great Britain, and Japan come first, because they are devoting all energies and resources to the fostering of this love of reading among their people. Soviet Russia of to-day soars amongst the most advanced nations for broadcasting new ideas with the help of books, films and the Radio. India cannot wipe out illiteracy and ignorance without resorting to a comprehensive scheme in which public libraries must range as the foremost,

Public Libraries in India.

There are very few public schools in India and still fewer public libraries. For this failure, we are still living in the *Middle Ages*. With all the advantages that science has placed at our disposal, we have not yet outgrown the conventions of bygone and Dead Age. For this partly the State is responsible, but mostly we ourselves are to be blamed. How else could India remain in the clutches of customs and conventions and even superstition of the days of ignorance and utter darkness? Where the light of reason shines, and where the wind of freedom sweeps and where the love of Beauty and Truth inspires and moves, no humbug, no cant, no misery and no disunity can ever stand. For this alone let us have "Light and more Light."

Public places like gardens, parks and grounds and even libraries are subjected here to a treatment at the hands of public which is scandalous. In some advanced countries we have, in force, what we call the *open access system* and libraries like water taps are open day and night and no restrictions are placed on the readers for handling and looking through the books on the shelves. In spite of this freedom, at the time of stock-taking very few losses are registered. This looks like a fairy tale here in India and yet without this sense of responsibility no nation can advance to an appreciable degree. We need this attitude on the part of our public for making open-access public libraries a success. These books in stock in our libraries are a part of our national wealth and a most precious part in my opinion. Anybody destroying it or misusing it is guilty of *sabotage*.

If the Lahore Municipality can spend a million rupees on building a first class free public library from the proposed house-tax that would go a long way towards improving the outlook of the people and help the administration in a lasting and tangible manner. We don't have any free public libraries in the true sense of the word—libraries where the privilege of borrowing books for home use is given to every citizen, male, female or child, with charging any subscription or security deposit.

9. *Study-room, a new feature of the College Libraries by V. N. Kolhatkar, Esq., Librarian, S. P. College Library, Poona.*

Development of the working of libraries since the inception of the idea.

Precautions against books being stolen.

Intelligent students were in no way at a disadvantage by the working of the old system.

When an average student gets an opportunity to make use of books he likes to read, he can also prove to be deserving of the facility given to him.

Thirty years ago average students scarcely had an idea of making proper use of libraries.

The pioneer in introducing the system of a study-room in Maharashtra was the Principal of the Fergusson College in the year 1922.

Solution of the difficulty of an average student by the introduction of the system.

Desirable effect of the system on the minds of students, lazy and possessing ordinary intellectual powers.

Suitable dimensions of the study-room furniture therein and also a comparative table showing daily attendance in the study-room and the number of students in Sir Parashurambhau College for the last ten years. End.

10. *Manuscripts by Damodar Misra, Esq., Librarian, Ravenshaw College, Cuttack.*

Manuscripts and printed books—Manuscripts—reveal the likes and dislikes of the past ages—The University of the past really a collection of manuscripts.

Variety of manuscripts—different materials used and different forms of writing—Question of preservation,

The use of the manuscripts in the library—careful scrutiny—analysis of subject-matter—ascertaining dates, the scribe and his importance—the examination of a manuscript from many standpoints.

The librarian of a manuscript library—uniting the duties of a cataloguer and a curator—Plea for separate libraries for manuscripts only.

APPENDIX VI
PART C
Select Papers
LIBRARY CO-OPERATION IN INDIA

By

K. NAGARAJA RAO, B.A.,

Librarian, Annamalai University, Annamalainagar.

One of the important subjects that the Indian Library Association has to consider is the problem of inter-loan of books between the different Indian Libraries. The Indian Library Association sent a printed pamphlet to its members in April 1935 on inter-borrowing of books but since then nothing has been heard of the scheme outlined in the pamphlet. If Indian Libraries are to achieve anything worthy of distinction and usefulness it must be in the direction of furthering the facilities of borrowing books from different libraries and aiding the research workers at any cost.

In spite of the fact that this question has been under discussion since 1918 and has engaged the attention of the Inter-University Board as well as of the Indian Library Association since its inception in 1933, no substantial progress seems to have been made up till now. Are the difficulties that lie in the way of realization are too many? The want of a uniform system of classification throughout India and for all the important Indian libraries, the lack of printed catalogues of different libraries, the want of a Central Co-ordinating Body—all these may be very strong obstacles in the way of speedy progress. So long as we allow ourselves to be confronted by these obstacles and do not attempt to solve them, no progress is possible.

It was suggested that a Board consisting of the Representatives of each of the five centres (page 2 of the pamphlet on Inter-borrowing of books); the Inter-University Board; the Indian Library Association; and the Government of India should control the system and that the framing of rules and regulations may be left to the Board.

It appears that the said Board has not yet been constituted. If the Board is to function effectively it must also have an adequate

and trained staff and a stock of catalogues and bibliographies must be kept at the Central Bureau which is proposed to be located at Calcutta. What the National Central Library in England is doing with regard to its outlier libraries this Bureau and Board should do in India.

When the "Union Catalogue of Scientific periodicals" now under preparation is completed the different lists of the libraries participating in the "Union Catalogue" may be kept at the Central Bureau. In addition to the lists of periodicals, a printed or typed list of all important books of reference available in each Indian library must also be had from every library and these lists should be compiled at the Central Bureau in some order to serve the purpose of a catalogue.

The task of preparing a union list of reference books and the cost of printing it should not be much if the libraries select within the material available with them only such works as are likely to be of value for advanced research. The principle of the Union Finding List which is 'to include all copies of the out of the way books and a few copies only of the commoner books in each locality' may be tried in our country as well.

The lists of latest additions in each library during a year will have to be obtained regularly by the Central Bureau which will in its turn prepare a select list of books that are of value for purposes of research.

It may be argued that the lack of sufficient finance and want of an adequate and special staff in the Central Bureau are the greatest obstacles in the way of speedy realization of the objective. To meet this difficulty it will not be unreasonable if a special fee ranging from Rs. 75 to 100 per annum is charged from each library which wishes to participate in the scheme of inter-borrowing. The idea of charging a fee from Co-operative libraries is not a new one; we have it in England. "In the case of the northern and south-eastern regional areas the participating libraries now pay to the Regional Bureau a combined subscription to the Bureau and the National Central Library."

Doubleday: *Manual of Library Organization*, page 250.

While the work of each centre may not tax the different libraries of the five centres, the work of the Central Bureau at Calcutta in the matter of co-operation will be very heavy indeed. The catalogues of various libraries will have to be carefully scrutinized in order to send the required information to the parties asking for loan of books and journals. This will only be possible if trained librarians with some scholarship and experience are employed at the Central Bureau which must also be equipped with adequate bibliographical and reference material in addition to catalogues of all the Libraries.

As already remarked another great obstacle in the way of inter-loan of books is the want of a common system of classification for the whole of India. Unless this problem is solved satisfactorily the difficulties resulting from different schemes of classification will make further progress impossible.

It has been proposed that a requisition for a book must be sent by a library to the Centre to which it belongs in the first instance, and that the Centre shall make enquiries from the libraries included within its area. No doubt this is what is obtained in the Scheme of Regional Co-operation in England. But in the absence of any special staff in each centre this would mean delay. The services would be more economical and speedy if the enquiries by a borrower in the first instance be sent to the Central Bureau instead of to a centre nearest to the place where he is stationed. On receipt of the information and with the aid of the staff the item required can be located and the particular centre which possesses the item may be requested to lend the work to the library or the person concerned.

While five centres have been suggested,—one for the southern circle, one for the western, one for the eastern circle and two for northern circles, no centre has been suggested for Central India. The Nagpur University Library may be adopted for the central circle and instead of five, six centres may be created.

The railway authorities may also be approached for reduction of rates in parcels of books and journals.

When the different libraries in India are made aware of the resources of other libraries and also are assured that there will be reasonable chances of getting the material not possessed by them, there will be less tendency to duplicate books and the money thus made available may be utilized for purchasing other important works.

While details of working the scheme of inter-borrowing of books may be left to the Board no library should be allowed to restrict the privilege of borrowing by unnecessary rules. Only such libraries as are willing for hearty co-operation may be allowed the benefits of this reciprocal loan facilities.

In view of the limited finances of the Indian Libraries it is impossible for any one library in India to have a stock of all the important books on all subjects and also to purchase annually all the important works on all topics. Many Indian libraries possess special collections on varied subjects unobtainable in other libraries. The Scheme of Inter-Library loan is to pool all resources and try to get the maximum benefit of these acquisitions at a minimum cost. It would really be surprising if any important library fails to realise the need for such a co-operation and refuses to take advantage of the facilities offered.

Dr. Baker has observed in the *Uses of Libraries* that "the duty of a librarian to guide his research clients to material not to be found in his own library or country begins thus with locating the material and proceeds to borrowing if possible, copying if not possible."

Unless librarians actively help the research scholars they are not likely to be counted as effective instruments of higher education and culture in the country. There must be hearty co-operation among librarians and a strong desire to aid research.

If librarians will view the situation from a national point of view they will readily see the immense advantages of the scheme. Difficulties will have to be met with at the beginning but these are bound to vanish later on when the benefits of the scheme are abundantly and effectively brought home to the researchers in various fields of knowledge.

We all know the great expenses incurred by scholars on the continent in search for a valuable work or collection and the facilities which are offered to them by the different libraries in the cause of research. If we are to carry on the torch of learning and improve our stock of knowledge by aiding research, the scheme of inter-library loans must not be relegated to the background and left unsolved.

The aim of the Association must be to cover the whole country with a network of library centres and enable anyone to get the book he desires by posting a mere card. It is hoped that this Conference will adopt suitable measures and put the scheme of co-operation on stable and substantial basis.

A LIBRARY IN A TRAINING COLLEGE

By

N. APPATHURA IYER, B.A.,

Librarian, Training College, Trivandrum.

One of the main purposes of the Library movement of to-day in India is to educate the illiterate, diffuse knowledge amongst them and to dispel their ignorance. Those who are interested in the movement are likely to know how Soviet Russia has tackled the problem of illiteracy and how she has been able to achieve success in liquidating illiteracy. We are also aware of the fact how His Highness the Gaekwar of Baroda took up the task of library service throughout his State by establishing rural and circulating libraries and arranging for the proper training of the workers. It may be interesting to hear that in Travancore the percentage of literacy is about 30% while that of India is 15. There are several large libraries in this State. The State has also realised the significance of the rural library movement and has established 66 rural libraries in the rural reconstruction areas.

The Training College Library which I have chosen as my subject is one of the central and influential libraries in the State. I frankly confess that I am in no way competent to write what should be the ideal of a library in a Training College, but I am content to set out my personal opinions regarding a few problems which will, I think, be of value in indicating some of the usual possibilities in Library work.

First let us take into consideration what a Library is in the modern sense of the term. We all know that the definitions of the term we hear do not always express fully the implications and the connotations that we expect of the term. For the Chinese the word 'library' meant a place for hiding books. Dr. Johnson defines a library in his Dictionary as a large collection of books public or private. He defines a librarian as one who has the care of the library. According to the New English Dictionary a library is a public institution or establishment charged with

the care of a collection of books and the duty of rendering books accessible to those who require to use them. The modern emphasis is on the fact that a library should be able to convert every citizen in its neighbourhood into a reader of the library.

Equipment. The location and the equipment of the library should be a proper stimuli for the readers. It is necessary that the college authorities should make such arrangements with regard to the library as will make it useful to a maximum degree. One of the main reasons attributed by Sir Michael Sadler for the progress of education in India is this "It is the treasury much more than the Educational officer that fixes the degree with which official education grapples with the new needs of the people". He also mentions another reason for the success *viz.*, that we should always look forward in Education and anticipate the needs. Hence we see that it is high time for the Universities to impose the rule that a Training College of strength say 150 should spend at least Rs. 1,000 every year on books and appliances.

The Trivandrum Training College Library is situated on the 1st floor of the building. It covers a space room of four class rooms (58 ft × 21 ft. and 25 ft. × 21 ft.). The library overlooks an enchantingly beautiful scene of nature at a distant view and a neat and well kept garden closer at hand. The library provides 45 seats for men students, 15 seats for the women students and 4 seats for the staff. We are annually spending about Rs. 500 to 600 on books and periodicals. Working in co-operation with the College Library and under the same officer is a large Educational Bureau and Museum which supplements our needs. There are two sections in the College Library, the staff section and the student section. In the staff section, there is open access system, while in the student section we are nearly practising open access system. We were about to have a card catalogue but due to the lack of staff which consists of a librarian and an attendant the work has been postponed.

Rules. The rules in a library are bound to vary according to the nature of the library. The rules in a college library are usually framed by the head of the institution with the help of the

College Council. The rules should mainly deal with the restriction of library hours, limiting the number of books and the term of loan, and fixing of fines for overdue books. Rules are also to be devised for maintaining good manners. It is the duty of the Librarian to suggest to the Principal from time to time about the need for such adjustments as will benefit the maximum number of readers. The Librarian should also make the borrowers realise that the rules regarding the period of loan and the levying of fines on overdue books are devised not to inflict hardship on the person who has the book, but to avoid hardship for the person who wants it, and that fine is not intended as a source of income but a device to help the borrower to remember the date when the book is due.

Besides giving facilities for consulting books, papers and magazines, in the Library on all working days, three days in a week are set apart for the loan of books to the L. T. Section and three days for the Undergraduate Section. The time-limit is one week. Books which are not in great demand may be renewed for a period of three days more. A fine of $\frac{1}{2}$ anna per book per day is levied for overdue books.

Informality. It is true that library freedom is to the brain what religious freedom is to the soul. It should be our ideal that the greatest possible liberty and informality compatible with the rights of others shall prevail in the library. As a matter of fact in our college considerable amount of freedom is allowed to the pupil—teachers for preparing criticism and practicing lessons with the help of the librarian. It is this kind of freedom which enables the librarian to come into contact with the individual students.

Books. We all know that the lack of funds prevents the purchase of many desirable books and periodicals. Hence the money available for the purchase of books should be spent to the best advantage. We keep a suggestion register in the library in which the lecturers should make their recommendations after having gone through the reviews of books in the periodicals. The College Council distributes the allotment taking care to see that

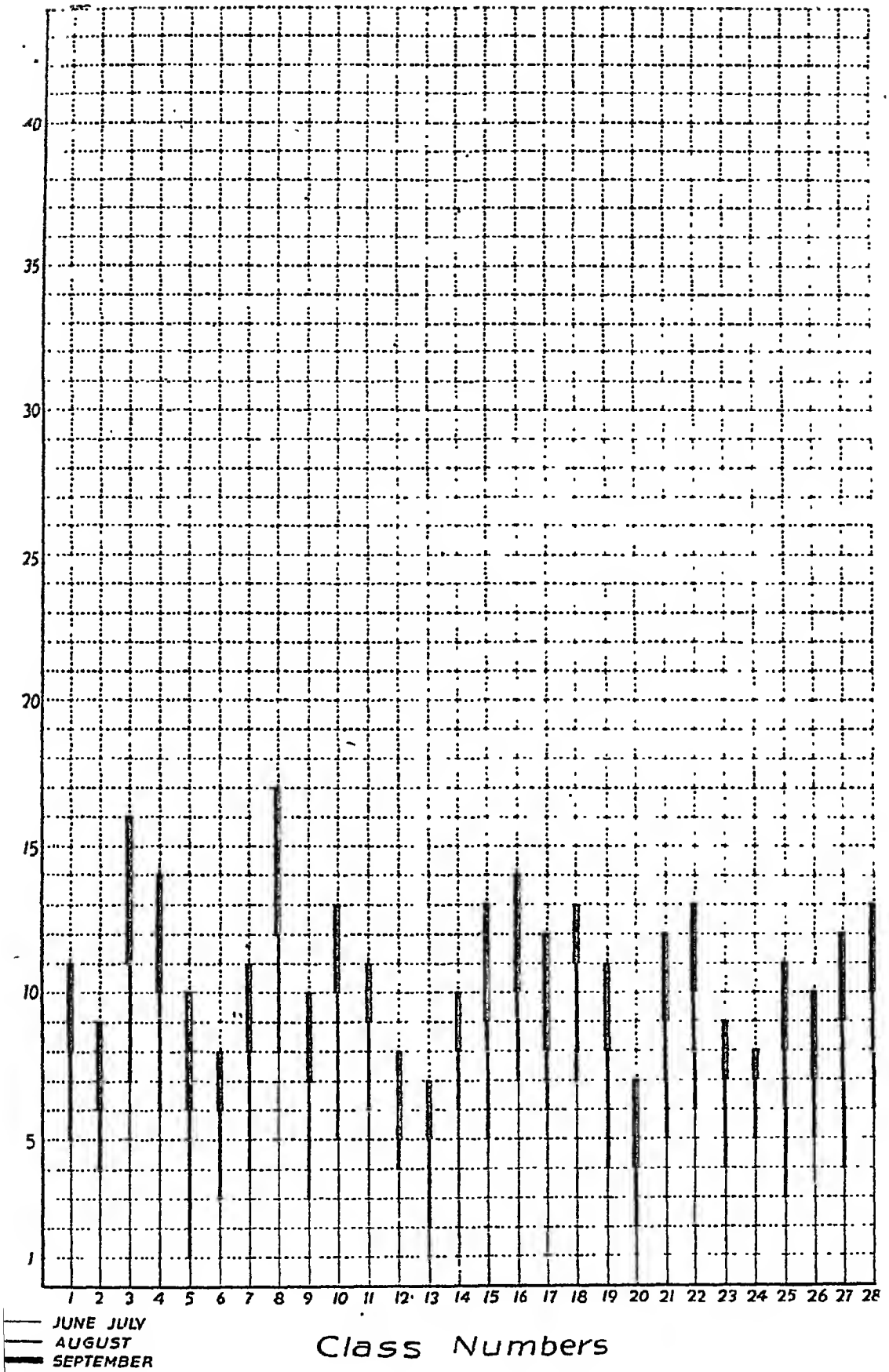
there is no overweighing of one subject at the expense of others. The amount at the disposal of each subject is utilised to get the best books in each subject from the suggestion register. Before distributing the total allotment the Council must set apart a sum to purchase additional copies of books which are more constantly in demand. Due provision should be made to minimise the conflict of interest between the teacher and the taught. Besides, provision should be made for books of a general nature which will more or less depend upon the types of students who come for the training.

Readers. Generally in a Training College we get almost all types of students. It had been the practice of our College to select only experienced teachers from Departmental and Private schools. In order to improve the standard of recruitment it has been recently announced that a few admissions will be given to students who have shown brilliance in their arts and science courses. A brief analysis of the students of our College is given below :—

		<i>Schools in rural areas</i>	<i>Town Schools.</i>	<i>Total.</i>
L. T....	...	60	20	80
Undergraduates	40	10	50
		<i>Graduates. Under- graduates.</i>		
Government stipendiaries	...	16	25	
Private School stipendiaries		37	25	
Non-stipendiaries	...	26	...	
Special stipendiaries	...	1	...	
Total		80	50	

The above analysis will reveal the fact that the majority of students are teachers who come from village schools. In order that his instruction to children may have any value the teacher should cultivate the book habit so that he may impart to his pupil the most up-to-date information in any subject. The best teacher is one who knows how to direct the reading and the original

Library Work.....(193 - 3)



activities of those under him and help them to attain the state when they can direct themselves. In experience, we see how an efficient teacher can give useful direction and training to his students and how a poor specimen of a teacher is unable to be of such usefulness.

One of the best things that a Training College can do at present for its students is to give more library hours where the student may supplement the instruction given by his class teachers. This encouragement of reading habit by insisting on library hours, and supervision of library work has become our College policy.

Library hours. Every Training College should provide library hours on the time-table. In our College we provide 8 library hours in a week for the Graduate Section and 5 periods for the Undergraduate Section. It may be interesting to mention that we have devised methods to measure both the quantity and quality of the library work of students—*vide* Annexure A. The Library periods help considerably to release the students from the shackles of the rigid curriculum in their studies, and enable them to acquire the power of rapid silent reading. During the Library periods the students are expected to make use of the current periodical literature for the latest trends of thought and ideas and to take their own notes in the note-books kept for that purpose. These note-books are frequently examined by the lecturers. The freedom in choice of literature and the compulsion to read make even the timid student to cultivate a reading habit. There is a complaint that the library hours in many schools and colleges have proved thorough failures. But in our College it is quite the contrary. The failure, if any, may be either due to that library classes are not conducted in the library itself, or to the lack of freedom in the choice of topics and the lack of effective supervision.

Mr. Carter Alexander, Library Professor, Teachers' College, in his address delivered at the Assembly of George Peabody College for Teachers, Nashville, in February 1937, said that the test of any instruction in any subject is the extent to which the

student uses the libraries and their contents successfully long after he has left the instructor. He mentions three blind spots in the use of library materials effectively *viz.*, the faculty, the student and the library staff. Our daily experience shows that there are chiefly two reasons for a student's reluctance to make use of the library. (1) He may be ignorant of the resources of the library or may not know how to use them effectively and profitably. (2) The staff may have failed to take into account the kinds of reading required for effective library work in their field after taking into consideration what students can and cannot do with the library materials. The first difficulty can be solved only if the students and librarians can be brought to understand each other's problems. The remedy for the second difficulty rests almost entirely with the staff. As one of the aids to the students we have given long lists of important books in each subject in our College Calendar so that the students may make their choice for reading. When there is a rush for any particular important book we not only restrict the period of loan but also suggest alternatives.

Reference. Comparatively speaking the need for reference work is more felt in a Training College than in Arts Colleges. We receive all names of inquiries.

We are asked to supply books on the project method, rural life problems, civics, alien topics such as the English seasons, English dinner, English buildings, English birds, animals, trees, games, Christmas celebrations etc., to make selection for "a few poems and stories to suit the different classes"; or "as many books as possible to prepare projects on particular excursions," make a search for "all the available materials and illustrations that may be helpful for criticism and practice lessons", and suggest books in particular subjects for a school library.

Besides reference questions of varied character as illustrated above we get ready reference inquiries regarding dates, statistics and other information which can be supplied from Dictionaries, Encyclopaedias, Year Books, Directories, etc.

These enquiries will indicate that the librarian in a Training College Library should not only possess academic qualification but he must also be conversant with the subjects taught to students in a Teacher's College. He must have a passion for social service. He must have a belief in the printed material and should know how to establish contact between the right reader and the right book at the right time in the right manner. Occasionally the reference questions will try one's patience. The method to tackle a reference question is to attack it from every standpoint.

Reference work always brings the individual in contact with the librarian. And service to individual readers enables the librarian to unveil the individual tastes and to quench his thirst. Mr. Salter Davies, one of the New Education Fellowship delegates in one of his lectures in our Training College mentioned how when the real taste of a worker in the royal stables, London, was discovered and scope given for its development, he became a great Zoological research student in the Institute of the Royal Society, London. It may be interesting to cite a few of our experiences here. In the academic year 1934-35 during the course of my reference work I found that a history student in the L. T. Class was greatly interested in general science such as modern scientific inventions and heroes of the scientific world. He was given the necessary help which resulted in the production of a work in the vernacular. In the year 1935-36 a Geography student in the undergraduate class showed a great taste for horticulture. The fact was brought to the notice of the Principal who afforded him facilities to do some work in the College garden. In the same year a Mathematics student was found to be particularly interested in Manual Training. This sort of unfolding of the personality of the reader could be well effected if the librarian has time to work with the readers.

We all know that India stands in need of an army of silent unassuming but hard-working volunteers who can utilise their leisure for the benefit of the people of rural India. It has also been suggested that teachers are best suited for that purpose. We are also aware how the Universities have been encouraging

the investigation of Educational problems. As typical examples we can take Mr. Michael West's investigations into the problem of Bi-lingualism and Mr. McKee's investigations into the problem of the project method applied to village education.

The library is particularly concerned with the education of the average man. Our present question is how a Training College Library may contribute its share to the problem. The students may be directed to collect materials on the rural problems and to discuss them in their Association periods. Another way to spread the knowledge of rural problems is to see that some copies of the books in the College Library are lent out to select outsiders who are interested in such topics. with due safeguards and restrictions.

However perfect in its equipment and organisation, a library can seldom answer all the requests for information that it may receive. Consequently the libraries of to-day have begun to organise methods for inter-library loans and for the supply of bibliographical information. A Training College library should be in touch with the University library and public libraries on the one hand, and school libraries and rural libraries on the other. The school libraries in schools attached to the Training College should possess class libraries so that the pupils may cultivate the reading habit. It is the class-room libraries that lay the foundations of literary taste and afford facilities to experiment on the Dalton Plan project method etc. In the school attached to our College there are class libraries and we have been experimenting in Kindergarten and Montessori work and in the project method and modified Dalton Plan.

Story Hours. Another feature of the Training College Library is that it must introduce news and story hours for children. The object of the story is to rouse the child's interest, to create happy relations between the child and the story-teller, and to awaken an understanding and appreciation of literature. If the story hour is not well conducted it is more a hindrance than a help to the work of the library. A great deal of study, thought and training are necessary if the story hour is to be a success,

The difficulty of the preparation lies in its selection, its adaptation, its memorization and its presentation with effective appeal. In the school attached to our College, once in a week, a teacher is asked to mention the important news in that week to the children who assemble in the Assembly Hall for that purpose.

Educational excursions. Educational excursions are becoming common in our country. The freedom, merriment, obeying rules voluntarily and the opportunities to render some social service however humble it may be make one to appreciate the value of community life. They afford exceptional opportunities to know their teachers at close quarters, and to appreciate and recognise with gratitude the sincerity of their teachers. What has an excursion to do with the Training College Library? It is the business of the library to see that projects are prepared on excursions so that they may have a permanent value both to the students and the staff. We have in our College prepared projects on the excursions to Kovalam, Anjengo, Cape Comorin etc., and in connection with the natural, social, historical and literary background of these places about which information has to be prepared in the course of the planning, working out and report of the projects, the library renders valuable help.

Exhibition. It is not possible for a student during his short period of his training to know the full resources of the library and to understand what a library can do in the advancement of education. Consequently, it is desirable to have a library exhibition conducted about the middle or end of the year. The main object of the exhibition should be to create among students a love for all that is instructive and useful, to develop the library habit, to give stimulus to hunt for facts and to show methods to engage their leisure hours.

We had a Library exhibition in last April in connection with the Silver Jubilee Celebrations of our College. A few of the exhibits may be mentioned here: Travancore map showing the position of rural and urban libraries, pictures illustrating old type and new type of libraries, geographical pictures illustrating

British History, main divisions in the Colon Classification of Mr. Ranganathan and Dewey's Decimal system, typical main entry and cross reference index entry cards, facsimiles etc. and display of books suited to particular grades, topics and tastes.

Conclusion. The foregoing discussion would have revealed the nature of the work that is possible and problems that could be tackled in a Training College Library. In the education and rural uplift of any country a Training College Library has a most important part to play. The equipment, the arrangement and methods in such a library should therefore be quite up-to-date and most efficient and no pains should be spared to make such a library serve its purpose to the maximum degree.

PITFALLS IN ISSUE METHODS

By

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It is rightly remarked by W. C. Berwick Sayers in his introduction to "Lending Library Methods by L. Montague Harrod" that "while librarians have claimed to be Reference Librarians, Children's Librarians, Commercial Librarians, Technical Librarians, among other things, no one, so far as I know, has yet sought to be known as Lending Library specialists."

I do not know how to account for this anomaly. But this does not in any way mean that lending library methods are so easy or unimportant. If one makes an honest attempt to study the everyday problems connected with lending library methods, he will find that this aspect of the library administration is not only interesting, but also one that requires efficient management, skilful control, and planned thought. Even in a small library, almost on all days, a Counter Assistant is bound to come across half a dozen problems which could not have been anticipated or foreseen either by the assistants or even by an experienced librarian. The reason for this is that, no two readers are alike in character, temperament or at any rate in their behaviour to the Counter Assistants. Hence each individual may be regarded, so far as their relation to the library is concerned, as one who is capable of affording an independent problem.

The aim of the paper

I have not attempted here to consider the various issue methods that are in vogue in prominent libraries in the world and say something about each of them. I am neither competent for such a task nor the title of this paper requires it. I have confined myself only with the issue methods adopted in the Madras University Library at present and discuss the possible pitfalls, at any rate, the pitfalls that I have come across in my

everyday routine and the methods to overcome them. I do not mean that all library assistants will come across the same kind of pitfalls. But there are bound to be pitfalls in any method and library assistants must as far as possible try to overcome them.

The location and description of the lending department

As the lending department in a library is the one most used, its entrance and exit should be as near as possible to the main entrance. If these are not so situated, the *Fourth Law of the Library Science, viz., "Save the time of the reader" will be seriously violated for the following reason.

About 25 per cent of the visitors to the library do not come to stay in the library for a long time or go to the stack room. They either come to effect some transaction at the counter in the shortest possible time or come for some reference books usually kept near the counter or for getting some information, for, they are confident that they can ask the "Librarian" anything. Such people will naturally get annoyed and may never come to the library again if the entrance and exit are not located as described.

It is very necessary that no one may enter the library or leave it without the knowledge of the counter staff. Hence the visitors to the library are to be locked in or out of the library until, so to say, permitted by the staff to pass on. This can be effected only by means of wickets. There is not the slightest doubt that the presence of wickets irritates not a few of the visitors. Sometimes they lose their patience, for, they misunderstand the purpose of the wickets. Often they make all sorts of remarks. It is not uncommon to hear them say "Are we robbers? Do you think that we will knock away your books?" The Counter Assistant should not on such occasions begin to argue with the infuriated visitor. He should, especially at such

* RANGANATHAN (S. R.): *The Five Laws of Library Science* (Madras Library Association Publication Series, 2)—1931.

times, put on a cheerful and smiling appearance even though he may be quite tired after many hours of work. The absence of wickets tends to increase the loss of books.

Counter apparatus

That the "library is a growing organism" is the fifth law of the Library Science. Having this in view, the counter and its various apparatus should be designed.

At the part of the counter nearest to the entrance where books are returned, shelves must be provided on which books can be placed as they are discharged without the assistant moving from his seat. There should be provided at least three rows to the shelf, the first row for placing books that require binding or mending or condemning, the second for placing books that are to be shelved and the third for placing bespoken books. Borrowers' tickets, whether charged or held up for the collection of overdue charges, etc., are to be placed within an easy reach of the Assistant at the counter. Also a small cash box always with changes in all denominations, an umbrella stand and a shelf for keeping the private property of the visitors to the library should be provided inside the counter within an easy reach of the assistant at the entrance. It is also advisable to provide the counter assistants with fountain pens. All these things will not only save the time of the readers but, also the time of the staff. It is needless to add that the violation of these simple rules will cause great inconvenience to the readers as well as to the staff. The last but not the least is that the records pertaining to the lending section should be kept within the staff enclosure, for, they may be required by the staff or by the librarian at any time. It will be an awkward scene if one begins to search for the files thereby making the readers to wait.

The selection of the staff

There is still a tendency to believe that the counter work is the easiest work in a library and that any one can manage it without experiencing any difficulty. As a matter of fact, many of my friends used to wonder whether a university graduate is

necessary for the counter, for, the general impression is that our only work at the counter is to receive the umbrellas and the tiffin-boxes of the visitors, take delivery of the books returned by them and to put due "date-due" stamps in the books loaned out for home reading. Even nowadays it is not uncommon to find that in many libraries, the management have put at the counter those persons who have been proved to be unfit for any other work. On the contrary the principle should be that the people who are unfit for the counter work should be assigned some other work, for the reputation of a library is entirely in the hands of the assistants in charge of its counter in the lending section. Also it must be borne in mind that the extremely interesting work of becoming acquainted with the borrowers and assisting them is the privilege of the counter staff. The foregoing considerations show how great is the need for the careful training of the counter staff.

Enforcing the rules of the library

Now let us pass on to the consideration of everyday routine of the counter section.

The rules of the library require that any person who wishes to be admitted into the library is neat and clean in appearance. No doubt the counter assistant should see that the rules of the library are not violated. In his enthusiasm to enforce the rules, he should not, however, in any way hurt the feelings of anybody. He may do it no more than once a year, yet from the point of reputation of the library, his action may be regarded as unpardonable. It is not possible to frame a code as to what the counter assistant should do in circumstances like this. There may be a great temptation to tell such a person that since he is not properly dressed he will not be allowed to enter the library. The counter staff should, however, overcome such a temptation and tactfully make such people realise that they should come neatly dressed as required by the rules. If such a person begins to argue the matter refusing to believe that he is improperly dressed, on such occasions, it is wiser to send him to the librarian because he can handle the situation better, since he will be alone inside his room with the offender.

About 10 per cent of the users of the library wantonly violate in all possible ways the rule which requires that all persons before getting into the library should enter their names and address, etc., in a Register kept for the purpose at the entrance. Some write in a most illegible handwriting and fail to make out what they have written only a few minutes before. Some write their address as Mylapore, Triplicane and even Madras. There are some who consider that it is beneath their dignity to fill up the register. This is really a serious problem and to overcome the difficulties of this kind one requires a good deal of tact and good training. The counter staff should on such occasions behave in such a manner so as to make those people realise that what they have done is after all not very nice, that the counter assistants will get into difficulties as a result of their violation of the rules and, that their authorities may find fault with them for not discharging their duties properly. If a person forcibly gets into the library without entering his name, etc., the counter assistant should not refuse to open the wicket gate but patiently wait till he comes to the exit and then present to him the gate register with a polite request. In most cases this method has proved successful and besides won the admiration of the person who had intentionally violated the rule in the first instance.

Though the library rules may require that private properties such as bundles of files, etc., are to be kept at the counter, before entering the library, some people do not like to obey the rule. I remember, a certain lawyer threatened to report me to the higher authorities when I requested him to leave at the counter a big bundle of files which he was carrying. He argued that the rule regarding the private property was absurd and said, "What a funny fellow you are! Can I not go inside with my coat and trousers on? They are my private properties." To confess the truth, I was not able to tackle the situation and so I politely requested him to see the librarian. The suggestion, unfortunately, did not appeal to him. The only alternative left to me therefore was to keep an eye on him and satisfy myself that when he left the library he took away only those articles with which he had entered the library.

Discharging of Books

The assistant at that desk has to be vigilant and alert at all moments. It is not uncommon that a single person may return books due on different dates and on behalf of more than one member. It is needless to mention that a little carelessness at the time of discharging will lead to all sorts of difficulties and laborious investigations. Only very few of the borrowers or their agents are careful enough to see whether right tickets are given back to them. The majority merely put the tickets given to them in their pockets without even counting or examining them. Hence in discharging books one will have to be very careful and there must be a well thought out procedure. "Also my experience is that one should not trust his memory or experience when discharging one's duty at the desk.

Charging of books

When compared with the discharging work, charging work is more difficult and more responsible, as the pitfalls in this field are greater. To minimise the difficulties at this desk, the management will do well to assign this work to the cleverest of the counter assistants. The task of the assistant is not only to enforce the rules of the library but also to oblige every class of the visitors in all possible ways. He should also take necessary precautions against loss of books.

There is a rule in our library that books should not be sub-lent. How much I wish that this rule should disappear! Not to enforce this rule is an act of disloyalty to the institution, enforcing of the rule, on the other hand, often results in making some people to speak ill of the institution not only in our presence but also in all places where they happen to meet us. Not only that. Some go even to the extent of creating scenes within the four walls of the library, others threaten "to blow open the brains of the counter assistants!"

A certain executive engineer once presented to me a text-book of Zoology for charging. It struck me that it was a case of "sub-lending." Hence I politely asked him whether the book was for his own use. Immediately he frowned at me and

demanded angrily whether engineers were forbidden to read zoology books. On my offering an apology his frown melted into a smile and he enquired, "Young man, how have you found out that this book is not for my use. As a matter of fact, it is for my daughter who is studying in the College. She feels shy to come here." Thereupon (as there was nobody near the counter at that time being a slack hour), I told him that there was no acid test for the detection of "sub-lending" and that only the flair of the profession could guide one in detecting cases of this kind. I suggested to him a practical way, the adoption of which would enable his daughter to borrow books without infringing the rules of the library. Thereupon he cheerfully returned the zoology book for shelving and went away after a warm handshake.

As it would be evident from this one incident it is not possible to enumerate the various methods of detecting cases of sub-lending.

There are many who do not relish the library assistants asking them whether books are for their use and questions of a similar kind. Very often a librarian may get complaints of incivility on the part of the staff as a result of their enforcing this rule and it is the irksome duty of the librarian to vindicate the staff. But this does not in any way mean that the counter staff should invariably ask the borrower the question, "Is this book for your use?"

Lastly, a counter assistant must be impartial in his behaviour. For instance, if a book borrowed by a friend falls due on a particular date, the counter assistant should not renew it to save his friend from imposition of a fine without his requisition.

Before concluding this essay, I should like to say a few words regarding the "shift" of the staff that is inevitable in the counter section. Since the counter work goes on for all the time the library remains open, this necessitates a change of personnel of the counter staff. The primary consideration here should be to see that the work does not suffer any dislocation. To effect this successfully, there must be co-ordination, and good-will among the staff and well-thought out plan in administration.

SOME PITFALLS IN THE CLASSIFICATION OF BOOKS IN HISTORY *

By

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History is one of the easiest subjects for classification. But a beginner may find many pitfalls even there. Great care should be exercised to keep clear of these pitfalls. This is due to the complex and nebulous nature of the connotation of the subject. As stated in *Encyclopaedia of Social Sciences* "There is no branch of knowledge which in the course of intellectual evolution has exhibited more varied modalities and answered to more contradictory conceptions than has history. There is none which has had and continues to have more difficulty in discovering its definite status." †

Scope of History

In spite of its indefinite "status" a classifier is obliged to adopt a definition, since his decisions in classification work have to be made with reference to it. The nearest approach to the scope of History is one of the definitions given in Webster's *New International Dictionary*. It defines History as "The branch of knowledge that records and explains past events as steps of human progress; the study of the character and of the significance of events. It is usually divided into *Ancient* history, *Medieval* history and *Modern* history." According to Frederic Harrison the true object of History "is to show us the life of the human race in its fulness, and to follow up the tale of its continuous and difficult evolution" ‡.

* I am indebted to Mr. S. R. Ranganathan, University Librarian, Madras, for some valuable suggestions.

† *Encyclopaedia of Social Sciences*, V. 7.

‡ HARRISON (Frederic): *Meaning of history and other historical pieces*, 1921. P. 84.

Naturally then, the subject comprehends within its fold the historical aspects of such Social Sciences as Economics, Politics, and Sociology. Some of the pitfalls which beset a beginner are traceable to the fact that the demarcation between these subjects and the corresponding sub-divisions of History is not clear.

Aim of this paper

In the absence of a clear demarcation a classifier is likely to offend against the Canon of Consistency.* The aim of this paper is to give a few hints for distinguishing books which should be placed under History, from those that should be placed under one or other of the above mentioned Social Sciences.

This paper is divided into two sections. The first section will deal with certain general causes which give rise to pitfalls. The second section will discuss certain pitfalls with special reference to the Decimal Classification and the Colon Classification. It is hoped that these ideas would be helpful to classifiers in maintaining a consistency in the classification of books relating to the Main Class History.

Section I (General Causes)

Of the four stages in classification † most of the pitfalls are likely to arise at the first two stages.

Conflict with common subdivisions

Taking the second stage in classification, i.e., the stage at which class numbers have to be amplified by the form numbers or common subdivision numbers, it is found that in most of the schemes of classification, the term "History" occurs both as a form division and as a subject division. Almost every subject in the universe of knowledge has been treated from the historical point of view. This factor has to be clearly recognised by a beginner and he should be able to distinguish books belonging to this category from those belonging to the Main Class History.

* RANGANATHAN (S. R.): *Prolegomena to library classification*, 1937. P. 39.

† *Ibid.* P. 173.

The following example will illustrate the point. In the case of the book entitled *History of Mathematics* by Florian Cajori, the subject treated is Mathematics and not History. The book traces the development of Mathematics during the last so many centuries. So the value of the book lies only in the evolution of mathematical knowledge and not in its contribution to the Main Class History. Hence this book has to be classified under Mathematics and not History.

Pitfalls in the First stage in classification

Even at the first stage in classification, *i.e.*, in deciding the main class to which a book has to be assigned, pitfalls may occur either due to "deceptive title" or "oblique intention."*

Deceptive title

There are, for example, two books which have more or less similar titles. The one edited by A. S. Turberville entitled *Johnson's England*. The other edited by M. Dorothy George entitled *England in Johnson's day*. The words "Johnson" and "England" occurring in both the titles are enough to lead an unwary classifier to group both the books under one class. But if he is alert, he would find that the title page of the first book contains the subtitle "an account of the life and manners of his age." Further, reading the book here and there, it would be found that the object of the book is to give the everyday experience of English life during the age of Johnson. Hence the book has to be classified in the division "Social and Cultural History" under the Main Class History.

On the other hand, *England in Johnson's days* belongs to the series "*English life in English literature*." The name of the series itself suggests the nature of the contents of the books belonging to it. In fact, this book is an anthology containing 102 selections from the writing of various authors and is designed to illustrate the English life of that period. 96 of these extracts are from well-known men of letters. Hence it has to be decided

* Cf. RANGANATHAN (S. R.): *Prolegomena to library classification*, 1937. Pp. 276—277.

that the book is not intended primarily to serve the purpose of a history of human progress in England but to give an idea to the students of literature as to how English life is mirrored in the literature of the age. Hence the Third Law of Library Science* would command the classifier to assign the book to the class Literature and not to History, with only a reference under the class "Cultural History of England."

Again, take the case of Francois Bernier's *Travels in the Moghul Empire*, 1656—86. If one is to classify this book from the title alone, it should naturally be assigned to "Travels." On the other hand, a perusal of the book would reveal that it comprehends a vivid account of the Moghul Empire and contains important records of historical events of that Empire in the period 1656—86. Thus it would be of greater interest to a student of Moghul History than to one interested in Travels. Hence the book has to be assigned to the class "History" and not "Travels."

Oblique intention

Sometimes it is very difficult to decide the main purpose or intention of a book. Especially when the book has an obscure intention, hasty decisions will lead to pitfalls. For example, take the book "Heard (Gerald): *Social Substance of Religion; an Essay on the Evolution of Religion*." There is enough in the title and the sub-title of this book to suggest that it has to be assigned to the class "Religion." This work has little to do with "Religion"; but tries to interpret History in terms of Psychology. The following extract from the foreword will confirm this statement. "This book does not venture to claim to be a sketch of Psychological History. All it attempts to do is to see how far history might be told in psychological terms, 'As if' certain psychological factors were really those which have decided in course which history took.....the book is no more than an attempt to see how far certain psychological generalisations fit the outline of history and prehistory, and so might help to account for the shape of that outline."†

* RANGANATHAN (S. R.): *Five Laws of Library Science*, 1931.

† HEARD (Gerald): *Social Substance of Religion; an Essay on the Evolution of Religion*, 1931. Pp. 11—12.

From this it is clear that this work would be useful more to a historian than to a student of religion and hence it has to be classified under History with a bias or relation sign towards Psychology, and not under Psychology or Religion as the title suggests.

Here is another example. I refer to Nicholas Berydev's *Meaning of History*. Putting much faith in the title but not going through the book, even an experienced classifier would be tempted to assign the book to the Main Class History.

But the scope of the book is entirely different. Really it is a remarkable contribution to metaphysics of historical process. Hence the book has to be assigned to the class Metaphysics of History. If Colon Classification is used its class number will be R8: V. The Main Class History will come in only for a reference entry.

Conflict in connotation

Apart from the generality of pitfalls systematically enumerated in the *Prolegomena to Library Classification** some of the special pitfalls in History are due to the conflict in the connotation of the terms 'Political', 'Constitutional', 'Economic' and 'Cultural.' Whichever scheme of classification is adopted, these terms occur in the schedules of classification either under the Main Class History or under some other Main Classes. In actual experience it is found that it is by no means easy to distinguish between the books which should be classified under the division 'Constitutional History' from those that should be classified under 'Politics'; books which should be classified under 'Economics' from those that should be classified under 'Economic History' and so on. Taking up these terms one after another, certain hints are given here to distinguish these classes of books from one another.

Constitutional History vs. Politics

Books belonging to the division 'Constitutional History' present much difficulty since they relate both to 'History' and

* RANGANATHAN (S. R.) : *Prolegomena to Library Classification*, 1937. Pp. 269—279.

'Political Science.' If Professors of History are consulted regarding such books they would like the placing of such books in History and the Professors of Politics would like their being placed under 'Political Science.' This conflict in interest among the experts themselves baffles the classifier still further. It is now that he has to exercise his judgment and interpret the contents of the book on hand in relation to the scope and purpose of History or Politics and assign that book to the most appropriate place so that the fundamental Laws of Library Science may not be violated in any manner.

If the book on hand is concerned with the development of the Government or any organ of the government of a particular country, it has to be classified under the "constitutional history of that country." On the other hand, if the object of the book is to give a scientific exposition of constitutional principles as such with suitable illustrations drawn from the constitution of particular countries, it has to be classified under "Political Science."*

For example, take the book *Finer (Herman): The Theory and Practice of Modern Government, 2 volumes*. In giving a systematic account of the parts of government, the book illustrates profusely from many modern constitutions. This fact might mislead a classifier to assign the book to the class "Constitutional History of the World." But the object of the book is not to describe the constitutions of various countries but to give an account of the "development and structure of the Government with causes of the rise of certain political theories with the invention of their appropriate machinery"† and so on. The whole treatment is scientific and the intention of the book is to "explain objectively the why and wherefore of things." Hence the book is better classified under the Main Class Politics than under "Constitutional History."

* Cf. RANGANATHAN (S. R.): *Colon Classification*, 1933. Rule 822.

† HERMAN (Finer): *The Theory and Practice of Modern Government*, 1932. V. 1, P. viii.

On the contrary, there is another book entitled *Modern Political Constitutions* by C. F. Strong. The purpose of this book is only to describe the historical development of each of a number of modern constitutions. But it is not, I think, either to evolve a theory of politics or derive these constitutions from an accepted theory. Hence this book has to be classified under the division "Constitutional History of the World."

Economic History vs. Economics

Though the Decimal Classification and the Congress Classification do not treat economic history as division of the Main Class History, yet they differentiate it from Economics. In the Decimal Classification, 330.9 is assigned to Economic History in General, while the Congress Classification assigns divisions HC—HD to this subject. But the Colon Classification has recognised the fact that "Economic History" ranks also as an independent branch of General History* and has made this class a subdivision of the Main Class History. This is by the way.

In Economics three distinct types of books may be recognised. One is concerned with the principles of economics and hence may be called theoretical economics. The second is concerned with the application of one or more but not all the principles to definite geographical areas and or to some specific business or industry. This may be called practical economics. The third type differs from the first in that all the illustrations are taken from the occurrences in a single country. Still it does not belong to the second type, since it comprehends all and not one or a few only of the general principles of Economics of geographical area. Further its main objective is the exposition of the principles of economics rather than the description of the economic occurrences of the country. It is to this type that books with titles like "British Economics" or "Indian Economics" belong.

Surely it can be easily seen that there cannot be one general theory of economics for India and another for Great Britain.

* (a) BIRNIE (Arthur): *An Economic History of the British Isles*, 1935, P. 2.

(b) Also Cf. *Encyclopædia of Social Sciences*. V. 5, P. 327, et seq.

Hence the occurrence of the respective epithets like "British" or "Indian" should not mislead one to put a book under economic history. The utmost recognition that can be given to such geographical epithets in the class number is to make it contribute to the Bias Number.* In fact, "Indian Economics" will have for the Decimal Classification the number 330.954 whereas it will have for the Colon Classification the number XOv44.

On the other hand, a book that deals primarily with the material side of human progress without entering much into the detailed description of any particular business or the theoretical exposition of any aspect of economic science should be classified under "Economic History"† since Economic history has been briefly defined as the "study of material progress,"‡ of a country.

For example, W. H. Moreland's *From Akbar to Aurangzeb* is a study of the economic history of India. The book examines the general economic conditions of the period covered by the reigns of the Moghul Emperors Jehangir and Shahjahan. Hence it has to be classified under "Economic History of India" and not under "Economics."

If the Colon Classification is used, a result of this decision will be that no book can have two consecutive colons immediately following "X." If a beginner finds himself landed in the class number in which two colons follow "X" immediately, he should take it as a signal either to put the book under History in the point of view division "Economic History" or to amplify the digit "X" by the Bias Device as already indicated.

Cultural History vs. Sociology

The following extract may give an idea about the fundamental aims of these two subjects. "Both history and sociology are connected with the life of a man as man. *History*, however, seeks to reproduce and interpret concrete events as they actually occur in time and space. *Sociology* on the other hand seeks

* RANGANATHAN (S. R.): *Colon Classification*, 1933. Rule 68.

† Cf. RANGANATHAN (S. R.): *Colon Classification*, 1933. Rule 823.

‡ CUNNINGHAM (W.): *Hints on the Study of Economic History*. P. 7.

to arrive at the nature of society irrespective of time and of place.”*

A general principle may be deduced from the above. That is books which treat primarily of the development of the culture of a country have to be assigned to the class “Cultural History.” But those that deal either with the theory of a particular culture or civilization or trace the historical development of any one branch of sociology have to be classified under “Sociology.”†

For example, Radhakumud Mookerjee’s *Men and Thought in Ancient India* has to be classified under the division “Cultural History of India.” This book attempts to present in a general way a view of Ancient Indian culture and civilization. The book entitled *Women in Modern India* edited by Evelyn C. George and Mithran Choksi is a symposium giving an account of the work that Indian women are doing and could do in various departments of modern Indian life. In accordance with the principle enunciated to distinguish the books that should be classified under “Sociology” from those that should be classified under “History” this book has to be assigned to the class “Sociology.”

SECTION II

This section is concerned with certain pitfalls peculiar to the Decimal Classification and the Colon Classification.

Decimal Classification

In the Decimal Classification 900 represents History. This is one “of the most overburdened of the classes”‡ since Biography and Travels are treated as subdivisions of this class. Hence there is much room for a classifier to be landed on pitfalls unconsciously. In the absence of definite rules for helping the classifier, Merrill’s *Code*§ will be of immense help to the users of the Decimal Classification. In spite of the *Code* many pitfalls are likely to arise and I shall confine myself here in pointing out only a few of them.

* Quoted in MANN (Margaret): *Introduction to Cataloguing and Classification of Books*, 1930. P. 385.

† Cf. RANGANATHIAN (S. R.): *Colon Classification*, 1933. Rule 825.

‡ SAYERS (W. C. Berwick): *Introduction to classification*. P. 260.

§ MERRILL (William Stetson): *Code for Classifiers*. 1928.

Civilization vs. Sociology

Under the division "301 Sociology. Philosophy theories," there is a note referring the classifier to "901 Philosophy, theories, etc., History of a civilization." The intention of both these divisions is more or less equal. The difficulty in assigning these books to one or other of the classes will be a source of trial even for experienced classifiers. This is borne out by the statement of Margaret Mann who says that "the problem is becoming more complicated each day because of the marked increase of books on civilization."*

Conflict between general methods of instruction and the teaching of history

Under "907 Education, methods of teaching, writing, etc." there is a note referring the classifier to "371.3 methods of instruction and study" which is a subdivision of the Main Class Education. A beginner might overlook the fact that only books on general methods of instructions have to be assigned to the class 371.3 while those dealing with the teaching of history should be assigned to 907 in accordance with the general convention of the scheme.

Universal history and General history

The number "909" is assigned for the class "Universal and General modern histories." Here it should be observed that books dealing with modern histories *alone* should be classified while those that deal with ancient histories should be classified under "930—939" and modern histories under "940—999."

Does 911 stand for Political Geography?

The division "911" has the caption "Historic growth and changes in the political divisions" with a note "this class may be subdivided like 930—999." Here is an apparent conflict with the division "Political History" whose function is to describe the political changes in a country.

* MANN (Margaret): *Introduction to Cataloguing and Classification of Books*. P. 385.

To avoid this conflict, Sayers directs that this division might be ignored in a general library.* It appears to me that his decision is due to the disregard shown to the Canon of Context† and to the vagueness of the terms used in the scheme to denote the class "Political Geography."

It is suggested that books on "Political Geography" might be assigned to this class while those that treat about the "Political History" might be classified under other appropriate subdivisions.

Archaeology

Archaeology has been assigned to two different classes. Division 571 represents "Pre-historic archaeology" while 913 represents "Antiquities and archaeology." There is no wonder that confusion will arise here since the Canon of Helpful Order is violated.

I think to maintain consistency in classification, books dealing with the archaeology of particular countries should be classified under 913 while those that deal with the pre-historic archaeology should be classified under 571.

Ancient history

The divisions 930—939 are assigned to Ancient history of different countries with a note that only books dealing with histories prior to 476 A.D. have to be classified under these divisions. Books treating about the history of different countries after 476 A. D. have to be classified under 940—999 under their appropriate places. Since such a line of demarcation between the ancient and modern histories is more or less an arbitrary one in relation to the universe of books—a classifier is likely to be inconsistent. In reality such a division comes into conflict either with the canon of Ascertainability or with the Canon of Permanence. ‡

To avoid this, he may bear in mind that books whose primary interest is to deal with the history before 475 A. D. even though

* SAYERS (W. C. Berwick) : *Introduction to Classification*. 1935, P. 262.

† RANGANATHAN (S. R.) : *Prolegomena to Library Classification*, 1937. P. 71.

‡ RANGANATHAN (S. R.) : *Prolegomena to Library Classification*, 1937, Pp. 33—36.

they may enter into a later period to round off a particular topic, have to be classified under this division. On the contrary, books treating about the history of this period merely as an introduction to a later period have to be classified under modern history.

Even then a classifier has to be quite careful in handling books relating to the histories of China and India. 476 A.D. might be a suitable epoch for the differentiation of the histories of the Western countries. But it is not so in the case of the history of India, China or Japan.

Another point of interest has to be noted in the Decimal Classification. Under each country, there is usually a series of numbers representing certain period divisions on the basis of which the history of that country might be conveniently subdivided. But what one should do in the case of a particular local division has not been clearly indicated. Hence there is a likelihood of the classifier being inconsistent. As a matter of fact "there seems to be no uniformity of practice here!"* Merrill prescribes that "Local treatment of history should be brought out either in local history as such or local subdivisions or under the sections devoted to wars and other events."† The following instruction might be useful. In the case of the history of a particular locality, the geographical number corresponding to the locality should be completely worked out before it is amplified by a period division number. For example, 945.7 is History of Naples and 945.705 is Naples during the age of the despots. The principle would become clearer if we compare the last mentioned number with 945.05 which stands for Italy during the age of the despots. ‡

Colon Classification

In addition to the pitfalls indicated in the first section of this paper and those peculiar to a synthetic scheme of classification,§

* MERRILL (William Stetson) : *Code for Classifiers*, 1928. P. 96.

† *Ibid.*

‡ SAYERS (W. C. Berwick) : *Introduction to Classification*, 1935. P. 264.

§ RANGANATHAN (S. R.) : *Prolegomena to Library Classification*, 193, Pp 270—281,

the following are the special types of pitfalls which belong to the Main Class History in the Colon Classification.

Biography of historians

Though historians might be connected with the histories of particular countries or belong to particular countries by birth or nationality, this scheme does not make any distinction in classifying their biographies. In other words, it omits altogether the number relating to the Geographical Characteristic.* For example, the number VwL 94 should be assigned to the autobiography of Gibbon and not V52wL94 or V4wL94.

Use of the Empire Device

Of the three characteristics used for the subdivision of History the first is the Geographical characteristic. In the case of a book dealing with a particular empire, care has to be taken to use the Empire Device instead of the Geographical Number relating to the Ruling Power. For example, the class number for the book *The British Empire* by Johnannes Stoyee would be V103 : 1 : N3 where "103" stands for the British Empire. How this number is arrived at is explained in a subsequent paragraph.

Elections and Election methods

Rule 822 enunciates the principles by which a classifier could distinguish between books which should be classified under History from those that should be classified under Politics. An exception to the principle is made in the case of books dealing with elections and election methods. The rule directs that all books dealing with elections and election methods are to be invariably put under the subject Division "W Politics."

For example, E. L. I. Hammond's *The Indian Candidate and the Returning Officer* should be classified under Politics and not under Indian History. Its number will be W : 10Z : 44.

Biographies under the point of view division "2"

Rule 88w directs that the biographies of Kings, Ministers, etc., are to be classified under the appropriate subdivision of the

* RANGANATHAN (S. R.) : *Colon Classification*, 1933. Rule 81.

point of view division "2 Constitutional history." It is found from experience that in practice a classifier meets with many pitfalls. The following is a type which is met with frequently.

A man might have fought for the Political Rights of his country and later on he might have been raised to the position of a prime minister. His biographies might have been published at both these stages in his life. If the classifier follows the rule logically the early biographies should be placed under "25 Political Rights" and the later biographies under "221 Prime Minister", and thus scatter the books on one and the same subject. This would defeat the very purpose of classification.

An illustration

For example, take the case of Ramsay Macdonald. Born in October 1866, he was elected to the Parliament in 1900 as one representing the Labour in England. Subsequently he was elected to the Cabinet and held a position from 1929—35 continuously.

The following are some of his biographies :—

LE ROUX (L. N.): *J. Ramsay Macdonald, Sa vie sa oeuvres et sa Pensée.* 1919.

MAN. *First word: Man of to-morrow, J. Ramsay Macdonald.* 1923.

TRACEY (H.): *From Doughty Street to Downing Street; The Right Hon'ble J. Ramsay Macdonald, M.P.* 1924.

HAMILTON (M. A.): *J. Ramsay Macdonald.* 1929.

TILTMAN (H. H.): *James Ramsay Macdonald.* 1929.

Now the question is whether the biographies of Ramsay Macdonald published before 1929 have to be classified under the division "25" in the Main Class History and those that are published after that date be classified under "22"?

A way out of the difficulty

Two courses might be adopted with reference to the books belonging to this category.

(i) In the case of dead persons, in case their biographies are received in a library for the first time, they have to be classified under the appropriate subdivision of "2 Constitutional history." The appropriate subdivision is that which relates to the highest office held by the biographee during his lifetime.

(ii) In the case of living persons when once his biography is assigned to a subdivision of "2" all other biographies subsequently received are to be assigned to the same subdivision of "2" even though the office held by the person may change from time to time.

This is no doubt an arbitrary decision. A more sound practice will be to revise the class numbers of old books and bring them into conformity with the new number demanded by the new book.

Chronological Number

The Rule 8302 directs that the period number has to be worked to three digits if the history covered by a book is brought up to a definite outstanding well-known epoch. Not understanding the full implication of this rule there might be a tendency among the beginners to work out the chronological number to three digits, wherever it is indicated on the title page.

For example, in the case of a book entitled *Europe—its history and its world relations, 1789-1933*, it is not unusual for a beginner to assign the number V5 : 19 : N33. The fact, that he has been landed on some difficulty would be brought to his mind only when he begins to catalogue the book in accordance with the rules laid down in the *Classified Catalogue Code*.* Because in accordance with the rules, an Epochal Class Index Entry † has to be given for this book. But a suitable heading for such an entry cannot be found.

To avoid this pitfall a classifier should put himself the following questions :—

- (i) Does the latest year mentioned relate to a definite epoch?

* RANGANATHAN (S. R.) : *Classified Catalogue Code*. 1934.

† *Ibid*. Rule 3126.

(ii) If so, is the epoch mentioned an outstanding one in the history of that country ?

(iii) If so, is it a well-known one ?

Only when the answers to all these three questions are in the positive, the period number has to be worked out to three digits. Otherwise it should be worked out to two digits only. Since the book taken for illustration fails to answer these questions in the positive, its number should be V5 : 19 : N3. This book was first published in 1934 and to show that it is the latest work on that subject, the author has indicated the period covered as 1789-1933.

Bias Device

In History, the Bias Number has to be applied before the period characteristic is used. The Bias Device is employed in History to denote—

(i) the special point of view of the Main Class itself ;

(ii) for subdividing a geographical area—

(a) to construct the Empire Number when the Geographical Number corresponding to the Ruling Power has to be used as the Bias Number and the Number for World as the Basic Number ;

(b) to subdivide a geographical area on the linguistic or some other basis.

In the former case the number corresponding to the language has to be used as the Bias Number and the Basic Number is that which relates to the geographical area which is to be subdivided.

(iii) for indicating the foreign policy of one State with another State ;

(iv) home policy in a particular sphere ; or

(v) for any other similar reason.

Conclusion

We began the discussion stating that due to the complexity of the contents of the subject History, it presents many pitfalls

while classifying. These were attributed to the deceptive titles, or oblique intention of books. Further it was also indicated how the indefinite connotation of the terms used as subdivisions of history may contribute to these pitfalls.

Lastly, a few difficulties met with in the practical classification with special reference to the Decimal Classification and the Colon Classification were discussed and certain hints and some methods were suggested by which they could be overcome.

SOME PITFALLS IN BOOK ORDER WORK

By

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It has been observed by a premier librarian that the "Library is a growing organism". A dictum like this is only too true and it lends itself to many interpretations. First it may mean that a library may develop new activities, like new methods of service to the clientele through the establishment of a Reference Section, furnishing select bibliographies on specific topics and delivery of books at the residences of members and so on. Secondly it may suggest the gradual evolution of a library, how a consulting library is converted into a close access lending library and how it may gradually become an open access library. Thirdly it may mean how a library grows in bulk, that is, how the stock of books and periodicals increases in number. It is with this last interpretation that we are mainly concerned in this paper.

It is not proposed to deal here with the actual acquisition of books and periodicals. This aspect of the work, namely, "Book ordering" is an extensive subject by itself and many pages of matter can be written on it. The preparation of an indent for books, getting the indent sanctioned, checking it with the stock in the library, issuing orders to the vendors, receiving the supply, collating the supply received, scrutinizing the bills, passing the same for payment if the supply is found correct up to the specifications, entering into correspondence with the vendors in cases of defective supply or discrepancies in bills, and a host of other routine show the various processes which must engage the attention of the librarian in charge of the accession department for the purchase of books for the library.

All these processes are bound to interest him no doubt. In discharging them especially checking the indent with the stock in the library in the order stage, he has occasion to develop a special aptitude in detecting some interesting facts relating to book trade.

For instance, when we check an indent for books with the catalogue of the library, we are confronted with many problems. We come across :—

- (1) the names of books already available in the library ;
- (2) the names of books having variant titles but by the same author or authors ;
- (3) the names of books having variant author or authors with similar titles ;
- (4) the names of books whose titles, or series to which the books belong, give room for doubt ; and
- (5) the names of books whose publishers should be carefully studied before ordering.

(1) Books already available in the library

We need not take any action, *i.e.*, we do not order the books already available in the library, unless sanction for duplication has been obtained.

(2) Variant titles

We should examine the variant titles carefully. Any negligence in this is likely to result in unintended duplication. " Hitler (Adolf) : *My Struggle* " and " Hitler (Adolf) : *My Battle* " were both recommended by our Expert Committee of book selection. When the two items came to the order stage, it was discovered that the latter was but an American edition of the former which was an English edition ! We decided, therefore, to go in for one of them only. Similarly (but this item was not so very easy to detect in the order stage and the vendor came to our rescue) " Tucci (Guiseppe) & Gherzi (E.) : *Secrets of Tibet* " was already available in the library when we ordered " Tucci & Gherzi : *Shrines of a thousand Buddhas*." The vendor reported that the latter was merely an American edition of the former which was an English edition. It may be seen from these instances that some books are published simultaneously or in different years both in England and in America with different titles and we have no means of detecting as such cases of pitfalls are not easy to overcome. Here

is another interesting instance that was discovered: "Minty (L. Le Marchant); *English Banking Methods*", 1930, was available in the library. "Minty (L. Le Marchant): *The Practical Operation of an English Bank*", was recommended by our Expert Committee of book selection under the impression that it was different. But the high pitch of vigilance to which we have accustomed ourselves made us examine the book already available in the library and this proved effective; for the second title was found to be merely a sub-title of the former!

(3) Variant authors

It is rather difficult to detect cases of books by variant authors with the same titles. But curiously enough the following cases were brought to light recently. "Wells (H. G.): *Manifesto*" was recommended for purchase by the Expert Committee of book selection. But "Joad (C. E. M.): *Manifesto*" was found already available in the library. We got suspicious as to whether the two might not be the same; and an examination of the book revealed that H. G. Wells had but written a preface to the book and that the work was a symposium by many authors, the first of whom was C. E. M. Joad, under whose name the work is well-known. But the work was announced for sale in the 1936 Reference Catalogue of Current Literature under Wells (H. G.): Evidently that was why the item was recommended for purchase.

Again "Mir Khan (M.): *Federal Finance; a Study of the Problems of Public Finance arising in Federal Constitutions*" was available in the library. "Schuster (G.): *Federal Finance*" was ordered with a note in the order that the ordered item was to be supplied only if it was substantially different from the one already available in the library. The publisher informed us that the books were the same, with Mir Khan as its author and Schuster as its foreword-writer, and that the mistake was due to a misprint in their trade list.

Now there are two lessons to learn from these instances. First, it is necessary to check the items to be ordered with the classified catalogue and, secondly, we should not delude ourselves

into believing that a certain book must be different from the one available in the library, simply because the names of authors given in the publisher's catalogues are different. In such cases, a reference to the book in question clears all these doubts or a note at the bottom of the order saves the despatch of an unwanted duplicate copy by the vendor to the library.

(4) Series as titles

It has been found extremely safe that the vendors of books in Sanskrit, Arabic, Urdu etc., are instructed not to supply books belonging to certain series which the library receives in exchange or for which there is standing order with the publishers. The Indian book trade is not organized; we do not have any publishers' catalogues in the nature of the Publishers' Weekly or Publishers' Circular; what little trade lists and individual publishers' catalogues that are available do not give us reliable data regarding the names of authors, titles, series, dates of publication, published price, size, etc. In fact some of them refrain from giving such details which are so essential for the Accession Librarian who is to prepare an order for books. That is why we have found it safe to add in the orders, instructions to the effect that the vendor should not supply books belonging to certain series which the library has in exchange or standing order lists. The vendor of books in English and European languages may also be given such instructions. But how can one detect a mistake like the following for instance:—"Benfey (Theodor): *Chrestomathie aus Sanskrit Werken*" was available in the library. But "Benfey (Theodor): *Handbuch der Sanskrit Sprache*", was recommended by our Expert Committee of book selection for purchase. On the receipt of the ordered book it was found that the book was the same as the one we had in the library already. On investigation we traced the mistake to the booksellers' trade list, used by the Selection Committee, wherein the name of the series in the place of the title of the book had been entered. Such mistakes in the booksellers' lists are frequent but so subtle that it is only the vigilance on the part of the Accession Librarian that can detect pitfalls like this.

(5) Note the Publishers

(i) BOOKS PROCURABLE GRATIS

Books falling under this category cover a wide range and it requires vast tact and experience to deal with them. All books recommended for the library need not be acquired by purchase only; for some of them could be got gratis. For instance, "Allan (John): *Catalogue of Coins of Ancient India in the British Museum*". (A British Museum publication) O. U. P., £ 3-0-0, and "Wright (H. Nelson) I. C. S. *Reid. : Coinage and Metrology of the Sultans of Delhi*", O. U. P., £ 2-5-0, were both recommended for purchase. From the nature of the titles, it was guessed that these might be publications subsidised by a State Department. And a request for gratis supply met with success. Thus a sum of £ 5-5-0 was saved for the library and invested on other books, which were on the reserve list.

The two instances, mentioned below, are rather uncommon. "Sewell (R. B. Seymour): *Geographic and Oceanographic Research in Indian Waters*", Parts 1 to 8, Luzac, 1936, was taken up for order. It was also recommended to issue a standing order for the supply of the future parts. The order section doubted whether the item might not be an Indian publication. A reference to the English Catalogue of Books, 1936, revealed that it was published in the *Memoirs of the Asiatic Society of Bengal*. These *memoirs* were regularly received in the library and all the parts, recommended for purchase, were found to have been received in the periodicals section already. Thus two guineas were saved.

(ii) TITLES WITHOUT AUTHORS

"Problem of Time" (Allen & Unwin), was recommended for purchase by the Book Selection Committee. The Reference Catalogue of Current Literature, the English Catalogue, other publishers' catalogues and trade lists did not throw any light on the authorship of this publication. It was, however, found after some investigation that we had a book in the library with that title. As a matter of fact it had been received on exchange basis

from the University of California whose publication it was. It was a symposium on the "Problem of Time" by many authors. As a result of our investigation, we found that the University of California regularly publish books each with a different title, written by many authors, like the National Council of Teachers of Mathematics, who are publishing year books with distinctly different titles each year. It may thus be seen that books with distinctly different titles are published regularly as periodicals by certain institutions. Hence by the time these are announced as books and are ordered, these might have been received in the library as periodicals. Certainly whatever the vagaries of the book trade be, we should provide against this pitfall by proper vigilance and adjustment in cataloguing practice.

TO SUM UP

When an item is taken up for order, we should see whether the name of the author given is correct and whether any other works of the same author are available in the library. Secondly, we should see whether the titles given are correct, whether, a sub-title of any one of them has not been substituted as a title in the book seller's list and whether any other works with the same title are available in the library. Thirdly, the name of the publisher should be traced and it should also be decided whether the item may be got gratis or only by purchase. Fourthly, no pains should be spared in detecting whether any of the books to be ordered have been published in the form of periodical literature which may be available in the library. Probably, the name of the series to which the item belongs, the name of its publisher or of the author himself who may be associated with a learned body or a periodical will help us in detecting this. Again, where the date of publication is not given, it had better be traced. If it is not traceable the edition of the copy, if already available in the library, should be mentioned in the order lest a duplicate copy of that edition or a reprint of it is supplied. Lastly, if the price is not mentioned it is better to invite quotation before the book is ordered. This procedure will provide against the possibility of a high price likely to be charged by the vendor.

A case in point may be mentioned here. An Indian representative of a certain foreign publisher offered complete books of Charles Dickens in 20 volumes, for Rs. 106/-. On inviting quotations for the same, however, from another source we procured the same set for Rs. 80/- only. ..

The pitfalls I have enumerated are by no means exhaustive nor the provision against them full. In the course of checking the indents for books, problems of various kinds arise and solutions are arrived at. They are not similar; there seems to be no end to the variety of pitfalls in book order work. No hard and fast rules can therefore be laid to provide against them. It is only systematic procedure backed by experience, vigilance, alertness, keen interest in the book world and reviews of books and constant touch with the periodicals current in the library, that will help the Accession Librarian in the discharge of his arduous duties.

SOME PITFALLS IN REFERENCE WORK

PART I—HUMAN SIDE

By

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A Reference Librarian, in his attempts to provide the right reader with the right book at the right time has in his way innumerable pitfalls. These pitfalls may be either on the human side or on the bibliographical side of the materials he has to deal with. On the human side he has to reckon with pitfalls unconsciously laid by readers owing to the individual differences in their temperaments, intellectual and cultural equipments, levels of ability to help themselves, and attitude towards the library and its staff. And on the bibliographical side the pitfalls lie in the untold idiosyncracies in scope, structure, arrangement of matter etc. in books and bibliographical tools he is using. Hence the success the Reference Librarian achieves in rendering bibliographical aid and information service to the readers is greatly contingent on his alertness, sincerity and capacity to discover these pitfalls and to steer clear of them.

Let us consider some pitfalls on the human side. It is not given to all to make an intelligent requisition in the library. Readers who can express their requirements clearly, exactly and intelligibly and who, on being explained the "*modus operandi*" or put on the track, can help themselves are a microscopic minority. Barring these few, there is an infinite variety in the types of readers in dealing with whom the Reference Librarian has to vary his method with the individual concerned. The difficulty of the Reference Librarian may arise at times before the reader actually comes into contact with him, at times when he puts the question to him, and at still other times in the course of tracing the materials along with him, or in later stages according to the proportion of reticence, inarticulateness and other vagaries of the readers. To deal with them successfully the Reference Librarian

must exercise a cautious sagacity in understanding the readers and their problems before straightway attempting to solve them. For, to get at the inwardness of the requests of readers is in itself more than half the battle of reference work.

For the purpose of this paper let us take into consideration only two broad types (1) Those that render the contact itself of the Reference Librarian very difficult and, (2) Those with whom contact is easily effected but who are not able to express themselves clearly, leaving out of account readers with healthy library habit. In the first case the refractoriness of the readers is due either to a feeling of inferiority complex or superiority complex. Most of these people happen to be newcomers to the library. Very few of the readers that come to the library for the first time straightway come to the counter or reference section and introduce themselves as new to the library and request to be explained as to what one should do to get a book. Many of them feel overwhelmed by the atmosphere of officialdom or the immensity of the collections of books or the new environments and stand against without knowing how to proceed. A feeling of inferiority complex takes possession of them. Hence they feel shy and timid and allow that feeling to manifest itself in peculiar ways. On entering the library they take the nearest seat and snatch a book left on the table by another reader and turn over the pages with mind elsewhere and eyes all the while watching what the other readers do to get a book. Then, they migrate to the card catalogue and go on fidgeting with it. Or they go into the stackroom on pretext of simply seeing the library while their vacant looks betray them. Some readers of this category pose to know everything about the library and strut about with an air of coxsureness which has got its own awkwardness about it.

To the wide-awake reference librarian these are only symptoms of the shyness of readers badly in need of sympathetic attention and assistance. Being bashful they will rather choke themselves with their needs than breathe out their requirements to him. If they are to be served the initiative must come only from the reference librarian. Any customary, wooden and uni-

form method of dealing with them cannot produce the desired result. The best way to overcome the pitfall of shyness in these readers is for the Reference Librarian to put them at their ease and make them feel at home in the library without first referring to their requirements.

How to put them at their ease is a question for which the answer cannot be given categorically in a cut and dried formula. The Reference Librarian has to entirely depend upon the dictates of his instinct and professional flair to deal with these shy readers. He may spot out a shy reader even when he enters the library but he may have to allow him to go his own way for some time and then casually meet him since offering of assistance at the moment when he enters may be a psychological blunder and may aggravate his inferiority complex. To some a straightforward gesture to help would suffice to melt away the shyness. To others he may offer to take them round the library, explain its working and in doing so may bring home to them the idea of reference work. Any of such gestures as his flair may suggest to be prudent at the time is sure to dispel shyness and infuse confidence in the readers. When this atmosphere of ease is created the shy readers, who were ostensibly indifferent to take books or to put a question before, either slowly take from their pockets a carefully prepared list of books relevant to their study or come out with their problems which alone have brought them to the library. The path of the Reference Librarian is then smooth now that the contact has been established.

Then there are readers who are obsessed with superiority complex and who don't deign to come into contact with the Reference Librarian even if the initiative is taken by him. His offer to help them is interpreted as presumptuous or officious. The superciliousness of these readers is mostly due to the fact that they are not accustomed to libraries of the modern type and services of the kind rendered to-day. They can think only in terms of attenders and picons who doled out books from behind the barriers in their own high school and college days. Hence there is no wonder that they react in the manner they do to the overtures of the Reference Librarian.

In dealing with these people the Reference Librarian has to proceed cautiously, slowly and gradually, so that he may avoid nasty rebuffs. No doubt he has to tactfully invite their attention to the facilities of reference service afforded by the library and give them the information that the services of the reference staff are always at their disposal but should not thrust himself into their service if their surly attitude forbids it. Allowed to proceed as they like near the catalogue or in the stackroom they are sure, sooner or later, to find themselves at sea and drifting without mooring. This is the time when their looks indicate the need for succour or if they are adepts in dissimulation a gesture from the Reference Librarian without any show of exultation will certainly elicit their welcome. They slowly begin to take him into confidence and let out their requirements. Here is the opportunity for the Reference Librarian to place his bibliographical experience at their service and in return to educate himself indirectly and imperceptibly by his impact with these intellectuals. If he proves himself useful the feeling of superiority complex in them disappears from this moment and they seek out the Reference Librarian in their subsequent visits to the library. Thus many a stiff neck has bowed to the bibliographical experience and serviceability of the Reference Librarians. One or two instances will bring the idea home better.

One day a professor entered the Sanskrit Section and had spent already fifteen minutes in intently looking into half a dozen books when I approached him and offered my services. He was conscious of his *depth* of knowledge and I was conscious of my *width* which I was thirsting to bring into his service. His looks suggested to me that he did not think that I might be of any service to him, but he said 'No', 'Thanks', 'I shall manage'. Lest I should be thought to be officious I withdrew expecting the critical moment when I could come to his aid. Fifteen minutes later he emerged from the section desperately when I enquired if he got what he wanted. Immediately came forth the reply "No, No, I was looking for that passage of Goethe referring to Kalidasa. I know that MacDonell gives it in his book but it seems to be out now." I politely queried if he would

accept it if I gave him that passage from any other source. "But I want the German Original" said the Professor. "I shall give you both." I said and produced to him the reference in *Lippincott's Universal Pronouncing Dictionary* under the heading Kalidasa. I need not expatiate upon the wonder and surprise that this evoked in him. He copied the passage and profusely thanked me. Ever since he has been making it a point to consult us whenever he turns up at the library.

Not long ago an intellectual aristocrat called at this library. His superiority complex was pitched so high that he proved at first a veritable miser in words. When I offered help he favoured me merely with the word "Politics", and managed the rest with pantomimes. I led him to Politics Section. In a few minutes I saw from a distance his head droop down in dissatisfaction and so I passed by to show a gesture to help. He blurted out, "Not even one book that I want. Don't you have books on European Constitutions"? Replying, "We have a lot of them" I took him to the Section on European Constitutions and attempted to explain the scheme of arrangement of books in that section. But his attitude discouraged this attempt and I withdrew. In a few minutes he retreated from there muttering "Nothing about Russia". Then he was taken to the Section on Russia where, on examining the collection, he exclaimed, "I don't find the book that I want. I have been hunting for a book on the latest Russian Constitution but could not get it *anywhere*. Not one of the libraries here can justify its existence. What a pity"? I could not withstand this and hence addressed him politely, "Well! Sir, I have been pursuing you for the last half an hour to help you but you don't condescend to tell us what you want. You begin miles away by saying Politics, then Europe, then Russia and then Russian Constitution. How can any library help you if you don't definitely express what you require? And further you want a matter that could not have entered into a book yet. The new constitution of Russia itself came into being only in November or December of 1936, and we are now in the middle of 1937. Can you mention to me one book at least that has been written on it? If you had only mentioned "Russian

Constitution" instead of "Politics" etc., or *talked* to us a little more liberally you could have finished reading the material by this time". Without much ado I produced in a few minutes the February Number of *International Conciliation* which contained the text of the New Constitution of the U. S. S. R. with an historical commentary by Sir Bernard Pares. He became exuberant with joy. When he came to take leave of me after reading it he regretted his reticence and gave me elaborate reasons for it which were a sorry reflection on the kind of libraries he was accustomed to. One can easily visualise the degree of joy and satisfaction that he must have felt on having got the material here when it is remembered that the after-effects of the shake of hands he gave me at parting lasted for three days!

One word of caution I should like to give before I pass on to consider the next type of readers. I have noted a tendency among some Reference Librarians to develop inferiority complex and to avoid this type of readers partly because of their rough exterior and partly because of a fear of their scholarship in their particular fields. The Reference Librarians must remember that scholarship is one thing and bibliographical experience is another. Further they cannot afford to lose the indirect education that they receive by the contact with these scholars and the consequent increase in their stature as reference librarians. Do not the Reference Librarians resemble the bees that suck honey from every kind of flower for their own benefit and for the benefit of the people at large?

The Reference Librarians must also know where to withhold help to these readers. For, what these people generally do is to attempt by dint of their influence and status to make private secretaries of Reference Librarians. The Reference Librarians should not fall into this pit by allowing themselves to be exploited to this extent either under the delusion that it is their duty or on a personal motive. The duty of the Reference Librarian ends when he has traced out the material and directed the reader to it and it is for the reader to utilise it *i.e.*, to read it, to summarise or copy it. Whatever be the status of the reader, the Reference Librarian must resist with stamina and tact becoming his private

secretary, without at the same time losing the goodwill of the reader. Happily, owing to the strenuous efforts of the Reference Section of this Library for the last ten years, the species of readers with superiority complex is becoming extinct in Madras City and its occurrence now-a-days is only very few and far between.

Now let us consider the second type of readers, *viz.*, those who present no difficulty for the Reference Librarian to come into contact with them but who are not able to express their requirements exactly. This will include also readers of the first type since the problems given rise to by them after contact are also of the same nature. The justification for considering them as a separate type is that they created an additional pitfall either by their shyness or by their superiority complex. Once the contact is established they automatically become readers of the second type.

The bulk of the readers in the library belongs to this group. Within this we can discern quite a multitude of differences in the educational and other standards of the readers. Brought up in a system of education in which the library had not played its legitimate part these people, whatever be their standards, be they products of the Universities or of High Schools of this country, are woefully lacking in the three vital requirements for life-long education, *viz.*.

(1) a knowledge of how to use a library catalogue ;

(2) how to use a book ; and

(3) how to make a requisition in the library.

Of these three the last is the concern of this part of the paper.

Many of the questions put by these people are riddled with pitfalls. They never realise that to ask for a book some essential information about it must be given to the library to facilitate its location and the worst of it is that even when they know it they don't know which information is relevant and which is not. Hence the Reference Librarian has to fight many a peaceful battle to elicit from them the relevant information. Since to analyse and enumerate the various types of errors committed by these people in making a requisition will be too much for a short paper

like this, I shall restrict myself to the consideration of a few actual instances only, thus leaving you to conjure up for yourselves the trials of a Reference Librarian.

Here is an educated and otherwise very intelligent reader who asked for "Chesterton's Blue Cross". *Prima facie* the question leaves nothing to be desired. There is the author and there is the title and given both any book can be located in the library. He referred to the catalogue but did not find it there. I also verified his finding and there was every temptation to say 'no' to the reader and even to swear by the catalogue that the book was not available in the library. But suspecting, as usual, a pitfall here, I began to question and cross question him as to what he was, why he wanted it and whether he was sure that it was the title of a separate book or was it merely the title of an essay by Chesterton and so on. With a look of protest against this curiosity of mine, he however submitted himself to this ordeal out of courtesy and answered every question. When answering my last question he gave a jerk and exclaimed "Oh! I am so sorry. It is likely to be one of the essays published collectively under a different title. Please don't bother. I shall examine the essay books." Allowing him to hunt for it, I on my side, looked into the "Essay and Literature Index, etc.," but did not find it there. Returning to him I inquired if he knew the title of the essay only by report or if he had actually seen it or read it anywhere. I then gathered from him that the essay was prescribed for the S. S. L. C. Examination this year, that he had read it more than once as he was coaching up a student for the same. In fact he wanted to study it in the library with some dictionaries of modern English usage. To another elucidative question he coolly replied with a look of recollecting something and as if it was of no moment, that towards the end of the essay it was also stated that it was a reprint from "Innocence of Father Brown" by the same author and that he forgot this at first. Here I got what I wanted. I told him that it was a novel and directed him to the book in the novel section. After so much of beating about the bush the reader got his material. It may be seen that even though the reader knew every bit of information

connected with the book, the library had to subject him to a process and squeeze out from him the relevant information in order to meet *his* needs.

Once a student was scanning the entire section on literary criticism with "Raleigh: *Some Authors*" under his arm. When I came to him and enquired he said that he had already taken one book and was looking for another which he had partly read two days back. The only information that he was able to give was that it was a *red* book and of *medium size* and that it was given to him only from *that* section. Asked to recollect the title and give me at least an approximate idea of it, he managed to construct one and said "On the writing of English". I replied that if that was the title he was in a wrong region since the book must be elsewhere in a different subject. He asserted that he got the book only from that section and adding another word to the title repeated it "On the way to the writing of English." To help me further I asked him if he had taken any notes from that book on that day. He showed his notes. It smacked more of grammar and language than of literary criticism. But the student refused to stir from the section on Literary Criticism. Hence leaving him there I went to Philology Section to look for the book meant by the student. One "Henderson's *English Way*" caught my eyes. Since the words *Way* and *English* were there and since it was *red* and of *medium size* I concluded that this might be the book and took it to the student who was still searching for it in "Literary Criticism". He received it with "yes! yes! that's it! Thanks!" and darted into the reading room with a smile and a blush for the pitfall he created.

The following example surpasses the others in vagueness for, it comes from high quarters—this time from a professor. He wanted "The Adventures of a Spy in Soviet Russia" which he once read in the library. As the length of the title suggested that this was an abnormal case some further questions about it were asked. He replied, "This may or may not be the title, but that is the subject-matter of the book". So he was taken to 'Russia' region in the subjects History and Travels but the book meant by him was not to be found. Then all the relevant

cards in the classified catalogue were examined and some titles shown to him but he could not relate any title to the book in question. Despairing of his being useful in the matter we made researches independently. At last a book entitled "Wild career: My crowded years of adventure" By W. J. Gibson, published in 1935 appeared to correspond to the book and to confirm this a review which reproduced some incidents in the book and which appeared in the Times Literary Supplement of that year was shown to him when he ejaculated "That is it: Bespeak it for me".

In the three foregoing examples, the High School Teacher, though he gave the author, mentioned the heading of a chapter in a novel and asked for it as if it was a separate book. The under-graduate forgot the author, paraphrased the title and to add to it misled the Reference Librarian with regard to the location of the book. And the Professor compounded the sub-title with a dose of the theme of the book. It may easily be seen that, despite their mutual differences in educational standards and social and academic standing, they are in the same level in the habit of creating pitfalls to the Reference Librarian. If this is the nature of the pitfalls in cases where readers have once read or seen the books, the nature of others can easily be imagined.

These instances drawn from practical experience will show what a host of pitfalls the Reference Librarian has to reckon with in the day-to-day discharge of his duties. Reference work is not for the lotus-cater. If the pitfalls are to be *seen* and avoided and readers properly served a harmonious combination of the following qualities is necessary in the make-up of the Reference Librarian. First he must have a thorough familiarity with the resources of the library—not the kind of familiarity with which experienced attenders and peons can spot out any book by its author, title, location, colour and get-up knowing nothing beyond the backs of books but a familiarity which is born of high scholarship, academical qualifications and technical knowledge enabling him to sympathetically ascend or descend to the level of the reader, to converse with him in the language of

his subject and to effect the happy wedding of the reader and his book. Secondly he must be a lover of books and lover of readers intoxicated with the spirit of service. It is this spirit of service which gives him the willingness to see the pitfalls and it is his scholarship and learning that enable him to meet a situation. Shorn of either of these qualities, Reference Librarian is a misnomer.

[I shall deal with the bibliographical aspects of this subject in another paper.]

SOME PITFALLS IN MEASURING ADEQUACY OF LIBRARY SERVICE

By

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Every organisation should have some method of measuring its efficiency. A public library shares this obligation with all other human organisations. What is the direction in which a public library should look for a measure of its efficiency? To answer this question, we should examine the primary purpose of a public library. To avoid circumlocution, I may, perhaps, start with a quotation from one of my books. We "should never forget that in libraries books are collected for USE, prepared for USE, kept for USE and served for USE. The endless technical processes and routine—getting suggestions from experts, acquiring by purchase or gift, accessioning, classifying, cataloguing, shelf-registering, shelving, charging and discharging—all these are carried on only FOR USE"—use by readers.

Thus the efficiency of a public library depends upon the extent of its service to the public. In other words, answering the question "Is the library efficient?" is equivalent to answering the question "Is the library service adequate?" To all appearances the latter question would admit of a mono-syllabic reply "yes" or "no." But in reality the question does not admit of it. The concept "Adequacy of library service" is much more complex than what it appears to be on the surface.

We have first to agree upon some unit of measurement of the adequacy of library service. Secondly, we must agree upon the minimum number of units required. So far as this latter aspect is concerned, perhaps the only possible course is to compare the adequacy of library service here with what obtains elsewhere. But it is possible to think of several units of measurement. Let me consider a few with you to-day.

* RANGANATHAN (S. R.) : *The Five Laws of Library Science*, 1981. P. 59.

One obvious unit of measurement of adequacy is the number of books available in the public libraries of a country. Using this unit let us compare Madras, with, say, England and America. England has 28 million volumes in its public libraries. America has 68 million. Though no accurate census has been taken for the province of Madras, from the data I have been collecting of late, I may say that the number of volumes in the libraries open to the public in the province of Madras is less than half a million. The figures half-a-million, 28 millions and 68 millions will surely produce in your mind an adequate impression of the inadequacy of library service in that province.

It may be argued that the total number of volumes is not a reliable measure of adequacy. If the Indian Library Association, which has only about 100 members, has 1,000 volumes for the use of its members, it is not proper to say that its library service is inadequate in the sense of the contrast between 1,000 and 68 millions. You will agree then, that a better unit of measurement will be the number of volumes per capita in a community. Here are some figures, from this point of view:—Norway has 3 volumes per capita; Sweden has $1\frac{1}{2}$ volumes per capita; England and America have each $\frac{1}{2}$ a volume per capita. As for the province of Madras, it hasn't even $1/100$ of a volume per capita. Even if we confine ourselves to the City of Madras, we have only less than half a volume.

Yet even the issue per capita may not be reliable. A few bibliophiles who spend more time in the library than elsewhere can easily swell the issue per capita. In fact, I am now reminded of an extraordinary occurrence in one of the Panchayat Libraries in a district of Madras. Partly due to the persuasion from the Madras Library Association, the District Board opened some Panchayat Libraries and at our suggestion it also appointed part-time readers to read to illiterates at appointed hours. For this duty the President of a particular Panchayat Board selected a clerk of the Panchayat Office who was his favourite for various personal reasons, and gave him the reader's allowance of Rs. 4 per mensem. Some months after the scheme had been started, I toured the district to see how it was working.

In the Panchayat Library mentioned above, the person in charge was showing me round. I learnt from him that the issue was very heavy and that almost every book had been issued at least once. I was very pleased to hear it. But it was too good to be true. When I looked into the issue register, I found that the name "Ramaswami" figured very prominently under the heading "Borrowers' name." In fact, 95 per cent of the entries showed "Ramaswami"! I asked him whether that particular village had so many "Ramaswamis"! But he said that he himself was the only Ramaswami of the place. This explanation of high issue per capita took my breath away.

A more appropriate unit for measuring adequacy of library service will be the percentage of the population that is actually reached by the libraries. Here are some comparative figures :— In Denmark 16 per cent of adults are members of public libraries. In England and Sweden 12 per cent use libraries; in Germany 2.6 per cent. In Madras I very much doubt whether one in ten thousand uses the public libraries! Even confining ourselves to graduates, of whom there are about 34,000, only about 3 per cent use public libraries.

There is still another way in which the adequacy of library service can be measured. We may examine the nature of the books contained in the public libraries in relation to the interests of the public. In this matter, however, I must spend a minute in explaining to you a great change that has come over the library movement, in most of the countries of the world. In India the library movement is still in the pre-natal stage and so it will be rather difficult for us to realise from our own experience what modern library service means. We have really to look abroad for light. In many western countries the library movement is already in full swing. Not entirely by its own initiative. Those who promoted libraries had intentions which soon proved to be far too limited. None knew at the outset all the functions a library could perform. But gradual discovery of these functions has led to a better enlargement of vision in library service. Books are now being served in the homes of those who could not be attracted to the libraries by any other method.

In India to-day there is the danger of library authorities looking at librarianship from the point of view of the past, discarded everywhere else. There is also the danger, so fully illustrated by history, of librarians with progressive views being obstructed and administratively, if not actually, stoned by those in power.

The primary duty of the earliest librarians was to conserve, to defend the book from users. They were keepers of books. Even to-day the librarians of the British Museum are called Keepers.

In a later phase, lasting up to a generation or two ago, the librarian was usually a book-man, a bibliophile, a literary gent who loved and understood his books better than he understood those who were and might have been his readers. We do not wish the love of books *qua* books to be lost to librarianship: a keen sense of book value is essential. But for us books are essentially instruments chosen and to be used, for certain purposes. The danger that I have pointed out is the danger of looking at libraries from the wrong angle—that of books rather than of readers.

In India, which has been the field of a daring experiment in the possibilities of bureaucratic administration, there is the danger of a third type of librarian being evolved. This librarian may look upon a library neither from the angle of books nor from the angle of users. He may look at it from the angle of his own rights, privileges, prestige and enjoyment. His love of his own comfort may blind him to the comfort of readers. He would rather restrict the service to the public than forego his private conveniences. The penal clauses of the library rules will loom large in his vision. In other words, he may look upon himself as an "Officer." We know what that outlook means!

But the post-war conception of librarianship has completely ousted the 'Officer' spirit. It has even allowed the books to recede into the background and has brought into the centre of the picture the readers—actual and potential, with emphasis on the potential.

The primary duty of the librarian of to-day is to convert *every citizen* into a reader of books, not by force, not by special legislation, but by persuasion and by service that is at once prompt and exact. It includes, for example, not only the intellectual aristocracy but every one else ; not only the classes but also the masses ; not only the urban but also the rural folk.

I have here a concrete example, a list from an English Town with 15,000 readers. Of these 4,000 are women engaged in their domestic work. The remaining 11,000 represent 250 trades and professions. 700 are labourers, 600 clerks, 71 soldiers, 71 surgeons, 71 nurses, 71 umbrella-makers, 71 pawnbrokers, 71 night watchmen, 71 undertakers, 71 bus drivers, 47 butchers, 83 clergymen, 29 cleaners, 22 artists, 22 bar-men, 22 bakers, 13 blind persons, 1 driver, 1 bill-poster, 1 chimney-sweep and so on.

I wonder how long it will take for an Indian town to have such a variegated list of readers—such a high pitch of adequacy of library service. But I am sure you will grant that neither the bibliophile librarian nor the caretaker librarian nor the officer librarian can ever help the realisation of such a state of affairs. We want an altogether new type of librarian who harps not upon what he is to get from the library but on what he is to give to it—who focusses his attention not on what he will get from the community but on what he will give it in service.

This new ideal modifies also our view of the sort of books that are to be collected in public libraries. Library service cannot be adequate if book-selection committees will admit only high-brow books into the library. To make library service adequate, libraries should have plenty of books of all standards and on all kinds of arts and crafts which will be of interest to all kinds of people. Bodley, whose name has been perpetuated in the Bodleian Library of the University of Oxford, would not allow Shakespeare's dramas into his library. They were too vulgar for him. So he threw away some of the first quartos and folios of Shakespeare that found their way into the library. His successors had to spend fabulous sums years later to acquire

representative copies of those very quartos and folios. I mention this, because in India of to-day, the gulf between the English-educated intellectuals in whose hands all power is concentrated and the 98 per cent who form the rest of the population is so great that there is a danger of mutilation of library service by the adoption of high-brow standards of selection.

Finally, we have to remember that adequacy of service is not completely measured in any of the ways we have discussed. Service is something essentially qualitative and does not lend itself to quantitative measurement. The essence of service is elusive, intangible, invisible, and may thus be missed and unprovided for. It consists fundamentally in *personal service* to readers. That should be understood to be the most important function of a library. A famous British Librarian said that a log of wood with a reader at one end and a librarian of the right type at the other interpreting a book to him would constitute a library, but a collection of a million volumes in which there is no personal service remains merely a collection.

This post-war conception of the true function of library service demands the elimination of the care-taker librarian, the bibliophile librarian and the officer librarian and the recruitment of service-minded, service-intoxicated librarians. It is also reflected in the provision of special staff to render this personal service to readers. It is called the "Reference Staff." Its business is to establish contact between the right reader and the right book in the right manner at the right time. In the provision of reference service our country is still far behind. The Authorities of the University of Madras, I am glad to say, have been quite alive to this problem and they were among the first to provide a full-time reference staff, though inadequate in strength. Although our libraries have been figuring rather badly when adequacy of library service was measured by the earlier units of measurement, I am glad to say that Madras is second to none in the adequacy of library service when measured in terms of this last mentioned category, namely "Personal service and Reference work."

Reference Librarianship is, as already stated, connecting a user and a book. The task of the reference librarian is not to dump down the mass of books on readers and tell them to help themselves. Nor is it to feed them forcibly with books of his own choice. It is on the other hand to help them; and to help any one is to co-operate with him in carrying out his own plans and wishes—to help him to help himself. It is a noteworthy fact that individual requests for such personal service increase in the proportion in which such a service is offered by a library. Books selected to fit individual needs and accompanied by tactful guidance should be the response to such requests. And to the varied individual needs, the library staff must attend with equal efficiency. To render such personal service, the knowledge and experience of the library staff should be such that they will be able to recommend with discrimination suitable books on the same subject to men and women who differ widely in ability, education and purpose.

Adequacy of library service demands in the words of William S. Learned "A more highly specialised personnel which must command all the college teachers' familiarity with the literature of a strictly limited field, plus the power which the college teacher may and often does lack completely, namely the power speedily to read his applicant's mental equipment and point of view and to sense intuitively the character of his personal need."*

Finally I conclude with the prayer that each of the distinguished members, inside the profession and outside the profession, that attend this Conference will become a centre for propagating this principle of library service and will do all he can to bring about a state of affairs in which every town will have a public library with a good assortment of books, thronging with readers and manned by an adequate body of men, intoxicated with love for service, looking upon service and not their personal comforts and advancement as the summum-bonum of life—men for whom such a life of service will be the sole aim and reason of their work and of their seeking to be borne on the cadre of librarians.

**Adult Education and the Library*, Vol. IV, P. 16.

INDIAN LIBRARIANS AND THEIR CONTRIBUTIONS

By

SANT RAM BHATIA,

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I, like other librarians, both dread and look forward to the annual stock-taking. It is both arduous and less exciting but nevertheless equally necessary. If we are to be alive, we must ask ourselves almost annually what we have been able to accomplish and what we hope to accomplish in the more or less immediate future.

Our accomplishment can be best seen if we review the work we have already done. We can accomplish still more if we rightly judge our position and advance further taking care of our drawbacks which have already impeded our progress.

The contributions of our Indian Librarians will clearly show as to how far we have fulfilled the task entrusted to us. I have deliberately taken the Indian Librarians' Contributions only, as these will demonstrate, to a great extent, their trend of mind and the way they have been adopting for the all-round improvement in the library field and for the diffusion of knowledge, for they are no longer the grim custodians of files of dusty books, but an important factor in the spread of knowledge. When we think of books and of the use of books, we see how important the librarian becomes. He it is who had the power to feed men's minds, to advise, to instruct, and to inspire.

The Indian Librarians have tried to show their own merits and demerits. Many may think that that is not the right venture; but it is. We show our limitations to improve upon, to be criticized and to forge ahead.

Melvil Dewey's biography by Grosvenor Dawe is dedicated to "those who unconscious of their own genius, glowing with enthusiasm, and indifferent to personal gain, have striven and given for the advancement of humanity." We do not claim any

genius but we have enthusiasm for our work and are indifferent to personal gain. Some may dub us as mere dreamers but "the dreams of to-day become the customs of to-morrow." The task requires dreams—not to build castles in the air but castles of books and of readers on this earth ("though a dot in the heaven"). We shall slowly progress :

"Heaven is not reached by a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we climb to its summit round by round."

This is our pious wish !

Indian libraries and librarians can only improve if they take stock of their activities, try to eliminate their drawbacks and then cautiously go ahead. Mr. R. S. Parkhi, the Assistant Librarian, Fergusson College, Poona, rightly emphasised this fact in his article* "Indian Libraries and a way to improve them." In his words we are to make the existing libraries attractive and create a favourable atmosphere by improving the methods of work and systematising the library machinery in general. "For this purpose we want a band of trained and enthusiastic librarians who can with untiring zeal and ungrudging service carry on efficiently the propaganda of the library movement and can achieve satisfactory progress in their respective places." In his** letter to Mr. Andrew Carnegie, Dewey laid emphasis on this very fact. "We want trained librarians. But there is no profession at the present time in which it is difficult to get satisfactory men and women as for what we call modern librarianship; at the same time there is hardly any in which there is such a surplus of candidates. They (untrained librarians) spend your money and in many cases while accomplishing a great good, accomplish only half what would be possible for an expert to do with the same opportunities and expenditure. And the pity of it is that in so many cases the trustees are as ignorant as the librarian and are not aware of the opportunities

* *Modern Librarian*, Vol. IV, No. 4, P. 166.

** Cited in *Dewey's Biography by Dave*, P. 332.

they are wasting.” This aspect of our problem has been stressed many a time but still we find that many institutions are keeping untrained librarians; they are wasting their money and energy. Without a qualified librarian, the library remains a dull place fostering a chill and arid knowledge of “no books.” Perpetual devotion to what an untrained librarian calls his business is only to be sustained by perpetual neglect of many other things in the library. They have dwarfed and narrowed their outlook of life. They have a listless attention, a mind vacant of all material of advancement; they have not even one thought to rub against another. Pinioned to their desks they remain pinioned there. The library rots, the readers and the trustees rot.

We want trained librarians.—Let this conference clamour for the fulfilment of this demand. That is essential. The Government, the authorities of different libraries must be compelled to acquiesce in this demand of ours. We hope that the First Law of Library Science (as given by Mr. S. R. Ranganathan of the Madras University Library) will remind the authorities of the “long neglected children of India.”

Training in Librarianship is quite a new thing to our people. In the words of Mr. R. S. Parkhi, proper choice of books, classifying and cataloguing them systematically, bringing them to the notice of the people concerned and seeing that they are profusely used by the clientele with the help of reference works, library publicity methods—all these and some other problems comprise the library profession. It requires scholarly habits in the librarian and his assistants to carry on all this work systematically. He is not merely a keeper of books but a collector, keeper and distributor of books. Then only a library can be well-popularized. A comfortable building in a good location is no doubt essential, but an efficient administration is all the more essential. A perfect librarian has to have learning, skill and character; he is to gather and conserve the material (books), to arrange it to serve the needs of our generation (classification and cataloguing) and to exploit it to the best interest of the community (service). New authors, new titles, new subjects must stand before his eyes from time to time.

This gives us the importance of a trained staff and their psychology. Mr. M. M. Sivaraman, B.A., of the Madras University Library in his article* "Psychology and the Library Staff" emphasised this fact when he wrote: "It is essential that every member of the library staff should possess a working knowledge of psychology.....Psychology can make us more discriminate and gently reminds us that we are also violating the dictum of the Fourth** Law of Library Science. "Save the Time of the Staff and thereby Save the Time of the Reader." We can arrange the books and periodicals in as many sequences as necessary so as to have these subjects which are in demand nearest to our desk.....Fatigue thus cannot set in.....There can be separation of the small pamphlets which are frequently mixed up with big volumes in the original arrangement. Psychology will teach us how to make use of the innumerable opportunities afforded to us to observe men and things and slowly acquire an ability to understand human nature.....Psychology points out that the necessary requirements to achieve this ideal are the ability to handle work properly and the interest taken in it." If the work is rightly handled according to this method, the Reference Staff, Cataloguer, the Classifier, the finder of books, readers will save time and energy and will be amply rewarded. We must cultivate deliberately the habit of having a psychological insight into the character of things in and around the library. We must go deep into the matter and discover all the interesting possibilities therein.

Mr. U. S. Das, Librarian of the Dacca Intermediate College voiced the feelings of many when he wrote in his † article "Present condition of libraries and librarians of Government Colleges in Bengal." Instances of neglect or misuse of the library are primarily due to the lack of one's possessing such a library mind. In some colleges, the library is regarded not as an essential part of teaching equipment but merely as a more or

* *Modern Librarian*, Vol. IV, No. 1, P. 15.

** As given by Mr. S. R. Ranganathan.

† *Modern Librarian*, Vol. IV, No. 3, P. 113.

less useless conventional accessory (he quotes these lines from the Calcutta University Commission Report 1917—19). Libraries in Bengal have not as yet been able to follow the most modern and scientific principle of classification, cataloguing, card-indexing of their books. Some of them are still following the old principle of library management. Even the principle of classification, or cataloguing or card-indexing that has been adopted once in a certain college library is not allowed to remain for a long time. The result is serious dislocation of library work, additional heavy expenditure and trouble for the librarian. This should be totally discouraged. Even due to that reason the circulation work of Government Colleges is not also based on uniform principle and varies in different colleges. The trained staff is very meagre. The existing staff is not given full facilities to study library manuals and periodicals with regard to the improvement of the LIBRARY in matters of classification, cataloguing, card-indexing, superintending reading-room and issuing and receiving books, etc. This picture drawn by Mr. Das is, in fact true to a great extent. Indian libraries and librarians are not what they should be. We should ask the authorities concerned to have trained librarians. As regards the training of the librarians, there should be a Committee of experts on the lines of the one appointed by the American Library Association or by the Library Association, London. It should not be one man's job. We want different schools: schools connected with public libraries, schools connected with a college or reference library going deeper into the theory, history and philosophy of its subject of study and into research work, its practice to be chiefly in the line of classification, cataloguing, book selection, evolution, reference work, library economy, library administration, building, bibliography, work with children and Government documents. Lectures and seminar methods should form the usual procedure in most of the schools. Librarianship should specialise in the work pertaining to the needs of the children, of the blind, of schools of the rural communities, the state institutions, special libraries, legislative libraries, bibliographical societies, etc.

Particular emphasis must be laid on bibliographical, historical, technical, administrative and critical works. We can have special schools giving elementary courses and in some cases special courses in one subject, such as cataloguing. For the supply of its lowest grade of service, we can have apprentice classes. There should be meetings at which one or two librarians, school-trained or experienced in the best methods, should meet with the librarians of a given locality, and talk over methods, the best way of solving certain problems inevitable for the small library, etc., afterwards answering questions by letter or visiting the libraries concerned, thus keeping in touch with the isolated librarian and his conditions. This aspect of the problem I emphasised in my article "Training for librarianship" published in the *Modern Librarian*, Vol. 4, No. 3, page 109.

The problems of book-selection, book-lovers or readers, book-production, reference work, classification, cataloguing—all have been given importance in the different contributions of the different librarians. All these problems require a careful study on the part of Indian Librarians.

Book-selection requires our notice first of all, because the right type of books are to make a right type of library. The librarian can be truly called successful in book selection who knows, at a given time, what he can afford to buy on a subject, to select the best for his community, whether the demand justifies the necessary expenditure, and when the need has passed. Those books should be selected which tend towards the development and enrichment of life. The basis of selection should be positive and not negative. We should have those subjects in view in which individuals and groups in the community have a natural interest. All the people of the community should be provided with facilities; every race, profession, trade, religious or political doctrine, interest and local custom found in the community should be considered. We should think of the permanent value of certain books. Even if some books only meet the needs of a few persons, if by so doing society at large is benefited, we should select those. We must not be influenced by any body or groups of persons. It is our duty to keep a just proportion in the collection

as a whole. Prefer an inferior book that will be read to a superior book which will not be read. Do not reject a book on the opinion of a few narrow-minded people. We should not sacrifice the interests of the students to those of the home reader, etc., etc. As regards the Books of Information, we must be careful of the subject matter, authority, treatment, date, general make-up physical make-up, the readers' demand; we should take the advantage of different reviews, book reviewing periodicals and newspapers, foreign and Indian alike. I emphasised these points in my article published in the *Modern Librarian*, Vol. 3, No. 1, pages 28—31.

Mr. K. Natarajan, B.A. of the Madras University Library, tells us another point in this connection through his* article "Vagaries in Indian Book Production." Librarians can only encourage the Indian Publications if the Indian publishers take care of their production. The conditions that prevail in India in regard to book production are even now far from satisfactory. Public opinion must insist that the publishers should produce books in a right way through an intelligent technical staff. External appearance of the book, paper, printing, margins, collection, title page, year of publication, indexing, etc., etc., must be excellent. Mr. S. R. Ranganathan (University Librarian, Madras) goes further than this when he writes in his* *article "Idiosyncracies of Periodical Publications as viewed by the Reference Staff" that in libraries books are collected for use, prepared for use, kept for use and served for use. "But that use can only be effective if we have a right type of publishers and of their publications and of periodical publications. The periodical publications must depend upon a certain element of consistence and should not change its scope so often. Its contents must not trouble us so off and on. Sudden changes are detestable. Isolated vagaries are abominable. The Index system must be perfect.

This leads us to the question of reference work in the libraries. This occupies a unique and strategic place in the

* *Modern Librarian*, Vol. V, No. 3, Pp. 140—143.

** *Modern Librarian*, Vol. VI, No. 2, Pp. 66—76.

library. Mr. C. Sundaram, of the Madras University library in his article "Place of Reference Work in the Modern Library and the Relation of the Reference Section to other Sections therein," rightly says that "a sympathetic understanding and a correct evolution of this work on their part can obliterate self-centredness, widen the outlook, and bring about the *entente cordiale* which is so very essential among library workers." The Reference section having a Reference librarian and Staff with its adjunct the Counter, are all for the library. Then we can say: "Ask the librarian anything." We can add: "Buy, keep and use or buy, incorporate and use." This Reference Section has got connection with Book Section (so that books may be speedily ordered), Technical Section (which organises knowledge through Cataloguing) Periodical Section, Binding Section (which heals the physical ailments of the books) and the Counter Section. There should be shelf guides too. All are of one accord, united in thoughts and deeds.

Necessity of good Classification and Cataloguing and Index-Carding has been repeatedly stressed by various Indian librarians of repute. In order to have a perfect system of classification, the Colon and the Decimal Schemes have been put forth. Dr. M. O. Thomas in his valuable article "The Modern Schemes of Library Classification with special reference to the Colon Scheme" in the October, 1933 issue of the *Modern Librarian*, has supported the Decimal Scheme, pointing out too that the Colon Scheme is very complicated, too scientific, too elaborate, and beyond the power of understanding of an ordinary librarian or a general reader. Mr. R. S. Parkhi of the Fergusson College, Poona, in his article "Is the Colon Scheme suitable to Indian Libraries" published in the *Modern Librarian*, Vol. 5, No. 1, pages 17—21 supports the Colon Scheme. He thinks that the divisions of the Colon Scheme are perfectly evolutionary and impartial while the divisions of the Decimal Scheme are quite contrary to that. He calls the class number of the Decimal Scheme very long. The supporters of the Decimal Scheme think that the notation in the Colon Scheme is long when compared to the notation in the Dewey Decimal Classification. Mr. K. V. Sivaraman of the

Madras University Library, emphasises that that is not true. In his article "Colon vs. Decimal Classification—A statistical study of their notation" Mr. S. R. Ranganathan, Librarian of the Madras University Library, whose genius we recognise, takes elaborate pains in supporting the Colon Scheme. In my opinion, this controversy is futile. There would be less trouble about classification, if the system-mongers would consent to admit at the outset that no infallible system is possible and would endeavour amongst all their other learning, to learn a little of the saving grace of modesty. As there is no royal road to learning, so there can be none to classification. If Francis Bacon's classification has drawbacks, others have too. We must have some principles of arrangement—alphabetical arrangement by the author, geographical arrangement by form or kind of literature, by size and by language. There should be good notation; Subject Classification, Cutter Expansive Classification, Decimal Classification, Sayers' Grammar of Classification can serve our purposes well. Relative Index can reveal different aspects of the one subject. There should be detailed and specific index; it should be carried in minute detail, follow the order of things, follow topics, forms, predominant tendency or obvious purpose of a book, etc., etc.

Mr. Ranganathan of the Madras University library has rightly remarked in his book "*The Five Laws of Library Science*" that there is ample scope for research work in the Cataloguing methods. Another aspect of this problem has been elaborated by Mr. K. M. Sivaraman of the Madras University Library, in his article "Library Catalogue and Research Work." He wants (and we agree) that the Cataloguing should be such as may help the research scholars tremendously. Of the three traditional forms, viz., the Author Catalogue, the Dictionary Catalogue, and the Classified Catalogue with alphabetical index, it is the last mentioned form that is believed to be most serviceable from the point of view of research scholars.

"The Three-Card System for Periodicals Work in a Library" is another good contribution by G. A. Rajamani of the University Library, Madras. He wants: (i) Minimising the dependence on

memory, (ii) Prompt Reminders, (iii) Bee-hive spirit, (iv) Maximum turn-over with the minimum staff. The Three Cards are the Remembrance Card, Alphabetic Work Card, and Classified Index Card. There is scrutinization daily and weekly.

Our perfection will be of no use if we will not overhaul particularly the school, the children or juvenile and the rural libraries. With that end in view, a number of articles have been written. Mr. Ranganathan's article on "School Library as a Social Centre" in the *Modern Librarian*, Vol. 5, No. 1, pages 35—41, is worth consideration. The school libraries require suitable books, concerted action, cumulative book funds uninfluenced by political, communal or personal or any other extra-academic considerations, good location with good furniture, decorations and incessant activity; the staff of the library, the teachers, the taught must co-operate. In this changing world, the school chaps require democratic education through their good libraries.

Mrs. Anandibhai Prabhudesai's (of the Baroda Central Library) article "The Children's Library" gives food for thought. She rightly says that the children's section should be well-organised and should have mostly female librarians (I wish for other institutions too!). There should be good provision of literature suitable for the young mind. The children's library must have a copious supply of picture books suited to their tastes. Indoor amusements, a variety of table games and occupations, puzzle boxes and stereoscopes can relieve congestion. Cinematograph can be used with advantage. The open shelf system should be tried. Mr. S. R. Ranganathan in his article, "The School Library and the Civic Training," wants new civics, good catalogue room, the greatest good of the greatest number, live and let live motto, good periodical room, good handling of reference books, maximum number of volumes, good time limit, etc.

Right emphasis has been given to rural libraries development also. Mr. S. S. Saith's article on "Rural Libraries in India", Mr. S. R. Ranganathan's article "Rural Libraries", "Rural Library Movement in Andhra Desa" by J. Venkata

Ramanaya of Andhra Desa Library Association—all have their own importance. It is the duty of the State to bring equality of opportunity to the door of its humblest citizen living in the far off villages. The production of special picture books and picture newspapers, reading from ordinary books and newspapers as a means of stimulating interest, establishment of local organisations for the liquidation of illiteracy are some of the methods suggested by Mr. Ranganathan. In fact, we want a legislation, good housing of the library, financial support, deposit stations, a good librarian, good hours of working, the village survey, good selection of books, film libraries, publicity, etc. We want simplicity in responsibilities, good support, trained person in command and co-operation (of the Government, of the rich people and of the masses). I have thrown light on these aspects of the problem in my article "Libraries in the Rural Reconstruction Scheme" published in the *Modern Librarian*, Vol. 7, No. 3, pages 71—79.

The historical growth of various libraries has also been given by various writers. The Punjab, Baroda, the Madras Presidency libraries have got a good history behind them. I need not detain you here.

The names of K. B. K. M. Asadullah (Librarian of the Imperial Library, Calcutta and Hony. General Secretary of the All-India Library Association), S. Sohan Singh (Librarian of the Dyal Singh Public Library and President of the Lahore Library Association), and Mr. Rattan Chand Manchanda (Librarian of the Hailey College of Commerce Library and the General Secretary of the Lahore Library Association)—cannot be forgotten when we review the Contributions of the Indian Librarians. Through various articles and Conferences, they have voiced the feelings of other librarians.

It is highly desirable that we should traverse all fields pertaining to the library world. The School, the College, the University, the Juvenile, the Jail, the Assembly, the Public, the Rural, etc.—in fact all have received attention of different librarians. Now we should join our heads together and evolve out a method

which may give further stimulus to our activities and help us in attaining perfection in our sphere. A heavy responsibility lies on our shoulders. The burden is indeed great. But we have enthusiasm to bear it.

PUBLIC v. PRIVATE LIBRARIES

By

PROF. M. S. BHATTY,

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From private ownership to public proprietorship of the immense wealth potential in books is a change more revolutionary than any that has taken place during the last 200 years. It was about the year 1731 that the nationalisation of books started in America, nearly 45 years before the Declaration of American Independence. In my opinion the independence of America was in no small measure due to the step taken by Benjamin Franklin. It is no doubt a fundamental fact of history that political and even social progress follows intellectual emancipation. The remarkable change which the conception of public ownership of books heralded has not come in a day. It has been a long and weary road from strictly private ownership through institutional and joint stock and semi-private possession to the broad based democratic conception of libraries of the people and for the people, and in a sense managed completely by the people.

A public library like the public schools is a great force. It is a necessary adjunct of the public school. Without public libraries our public school system is bound to fail. The failure of our secondary education in this Province is chiefly due to this strategical blunder. No army can move forward without consolidation. No system of education can give us any permanent results unless it is secured by means of a network of public libraries.

The process of education begun at the school must be continued and supplemented by facilities provided by the public libraries which must be very well stocked and very efficiently administered.

A public library is a great social centre but especially it is a place from where great ideas radiate and raise the material and moral stature of nations. To-day nations can be arranged

serially according to the love of reading each nation has fostered in her citizens. America, Germany, Great Britain, Japan come first because they are devoting all their energies and resources to the fostering of this love of reading among their people. They are bridging this gulf of ignorance and splendid results have followed.

Look to Russia, for instance. The Russia of the Czars stood at the bottom. The Soviet Russia of to-day soars among the most advanced nations. Thanks to her new educational policy which has depended mainly on the broadcasting of ideas with the help of Books, Films and the Radio.

India cannot wipe out illiteracy and ignorance without resorting to a comprehensive scheme in which public libraries must range as the foremost. A public library is not only meant for whiling away people's leisure hours. Mussolini called these leisure hours as their national wealth and who can squander away this precious thing?

Public libraries are places where the nation may learn efficiency and to-day you cannot simply exist without being efficient. Libraries help everybody to remain in touch with the most modern and the most up-to-date methods of doing one's job and "little bit" for one's country.

A public library must be for the nation a matter of pride and a source of exultation. In fact, the best buildings in your town must be the Library built by all for the use of all. To-day no other institution is living more than the libraries. Public support is needed no doubt to bring about this consummation and for that you need strong and well-organised public opinion. The duty of the State for the starting of public libraries is indeed paramount, as the need is paramount. A famous American educationist declared that if he had had money enough to endow a University, he would first build a library and then add a smoking room to it and if any money was left spare with him he might engage a few professors to come and harangue.

This emphasises the utility of libraries as a character-building, and therefore a nation-building concern.

What is a public library? To define briefly a public library is created by the will and the resources of the public. It expands with the awakening of the public. It is a repository of a nation's spiritual and intellectual heritage. It is a world emporium for world thought. In a word it is a dynamic force. Its personnel and management is vested in the hands of people who are thinking furiously and who are engaged in the sacred task of sowing noble and inspiring ideas leading to nobler and still more inspiring actions. Each day of the year, and from year to year the nation is reaping a bountiful harvest in the realm of speculation and practical achievements.

PUBLIC LIBRARIES IN INDIA

There are very few public schools in India and still fewer public libraries. For this failure we are still living in the Middle Ages. With all the advantages that science has placed at our disposal, we have not yet outgrown the convention of a bygone and dead age. For this partly the state is responsible but mostly we ourselves are to blame.

How else could India remain in the clutches of customs and conventions and even superstitions of the days of ignorance and utter darkness?

Where the light of reason shines, and where the wind of freedom sweeps and where the love of Beauty and Truth inspires and moves, no humbug, no cant, no misery and no disunity can ever stand. For this alone let us have "Light and more Light".

For a public library worthy of our great cities and our splendid civilisation we need buildings like the marvellous Taj in which we gather together treasures from the East and from the West not as a museum but as a living force in the hands of divinely inspired scholars and sages who would not only mechanically pass on ideas and ideals but interpret and inspire their generation until we realise ourselves and our destiny. This is no small achievement. This may look like a dream and a vision but it cannot be and should not be less than that if a library is to fulfil its true function in our society of to-day.

One word more while discussing the terms 'public' and 'private'. We, in this country are prone to exaggerate the sanctity of the word 'private,' even at the cost of the importance that we must learn to attach to things of public utility. Public property is far more sacred and valuable than private possessions can ever be. Unfortunately people here have not yet realised this basic fact, and people generally have no scruple in enriching themselves at public expense. The results are quite obvious. Public places, like gardens, parks, and grounds and even libraries are subjected to a treatment at the hands of the public which is scandalous. In some advanced countries we have in force, what we call the *Open Access System* and libraries like water taps are open day and night and no restrictions are placed upon the readers for handling and looking through the books on the shelves. In spite of this freedom, at the time of stock-taking very few losses are registered. This look like a fairy tale here in India and yet without this sense of responsibility no nation can advance to an appreciable degree. We need this attitude on the part of our public for making public libraries a success. The books we stock in our libraries are a part of our national wealth and the most precious part in my opinion. Anybody found destroying it or misusing it is indeed guilty of *sabotage*.

Now a word must be said about private libraries. Of course we don't have public or private libraries of the magnitude and extent of some of the libraries of which we hear and read in Europe. There are some fine libraries never the less of which mention may be made here. Khuda Bakhsh Library of Patna and Nawab Nasar Jang's collection at Hyderabad, possibly the archives of the Government of India and the collections made by some of the Native States may be mentioned in this connection. There are hundreds of individuals who have their own collections of which very little is known to the outside world. But the utility of these is extremely limited and in some cases when the collector himself is not there they are lost like some precious drugs which perish with the last holder of the secret. These private collections ought finally to go and enlarge the bulk and usefulness of our public libraries. In fact like some of the

famous private libraries in the West (particularly the Imperial Library of Russia) in due course of time these private libraries should be converted into public libraries. Indians have often complained about the drain of gold, but very few know and feel the loss of the wealth lost to England, especially to Germany of what India exclusively possessed in the realms of philosophy, medicine, religion and other speculative sciences. India must become fully alive to this irreparable loss and prevent its recurrence in the future. I am personally inclined to believe that the real or the imagined greatness of some of these great nations may be due to the ideas India has supplied them and our own weakness and lack of harmony the result of this incalculable loss. For it must be remembered that ideas are a *great power*. There are ideas that move mountains and make the impossible possible. Gentlemen! I have given you my thoughts—very vague and more or less disjointed thoughts. Let me now say a word or two about the technical aspect of this question.

Firstly, how to finance the scheme of public libraries. How far is the State going to help us? In other countries the State is acting in a whole-hogger fashion. In some cases its contribution is 50% for both buildings and equipment and staff.

In a city like Lahore or Delhi there must be a municipal tax for this specific purpose—a very laudable purpose. Now every enlightened municipality in the world is spending generously on this beneficent activity. Lahore is about to spend 2½ crores on the drainage scheme and on improving the water supply of the metropolis. Now these are most urgent, and long delayed reforms and must be carried out without further delay, but if Lahore can spend a million rupees on building a first class public library, that would go a long way towards improving the outlook of the people and help the administration in lasting and tangible manner. Now Lahore is at once the nerve centre and the storm centre of this land of Five Rivers. With ideas free as air and water the citizens of Lahore are bound to behave better; the wealth and the output is bound to increase. Lahore will become a cleaner and a healthier city. This cost, therefore, is worth incurring.

We have 2 or 3 public libraries in Lahore, but the cost of membership is prohibitive. No effort so far has availed. In other words we don't have any free public libraries as yet in the true sense of the word—libraries where the privilege of borrowing books for home use is given to every citizen, male, female or child, without charging any subscription or security deposit.

Secondly, the management of these public libraries must be in the hands of people who are not satisfied merely by doing the routine work. They must be ambitious about the greatest good of the greatest number. We want a highly sympathetic and enlightened management.

Thirdly, what about the staff? A great effort has been made, and some improvement effected in securing the best men we can find. However, one is not fully satisfied by the results so far achieved. We need Librarians who are readers and inspirers. We have a few of them. Better men than these we cannot find. But there are quite a number who are like dragons guarding the den. This must be reformed.

Lastly, we want something to be done for women. A beginning has been made, but that is not enough. We are living in the 20th century. We need a women's library. These are some of the things that strike me as most important to be tackled by the Reformer and the Legislator in the field of Library Science.

THE NEED FOR COPYRIGHT LIBRARIES IN INDIA

By

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The copyright act of any civilised country generally confers certain privileges on some of its libraries, in particular, the State or National Libraries. These privileges enjoin on all publishers in the country to deliver free to such libraries as are permitted to enjoy the copyright privileges, a copy of each of their publications.

These privileges are of very great importance in National Economy :

Firstly, they enable future generations an easy access to the literature and thought of the past.

Secondly, they make a great saving in the Library funds and money thus saved, can be used for the purchase of foreign publications.

Thirdly, they enable the national libraries to run efficiently on even reduced grants in times of depression.

Lastly, the Library Catalogue of the Central Copyright Library serves as a distinct contribution to the national bibliography of the country.

In view of these advantages, the promoters of library movement in various countries have helped the establishment of copyright libraries.

In France.—France was the first country to adopt the system. The French King Francis I, who had a great passion for books, conceived the idea of enriching his library and by the Montpellier Ordinance of 1537, all French printers and book-sellers were obliged to forward to the library of Royal Chateau at Blois, a copy of every book printed and published by them. The penalty for not observing the law was the confiscation of all

the copies and an arbitrary fine. Each successive king of France took keen pride in the Royal library and continued to enrich it even after its transference to Paris !

In England.—Thomas James, the librarian under Thomas Bodley, being acquainted with the legal deposit system in France suggested Mr. Bodley the idea of collecting all publications of their country for the Bodlien Library on similar lines. The result was that in 1610, Bodley got a deed signed by the Company of Stationers in London to the effect that it should supply the library with an unbound copy of every new book printed by its members. But the unofficial character of the agreement rendered it very weak. To remedy this drawback, Bodley and the Stationers' Company secured an official commendation of the agreement from the Ecclesiastical Council. By the Licence Act of 1662, the Royal Library and the libraries of the Universities of Oxford and Cambridge obtained better copyright privileges. However many difficulties were experienced till in 1842, the first Copyright Act relating to the delivery of books was made. But the Copyright Act of 1911 which was slightly amended later in 1915 is the most important piece of legislation. Under the provisions of this Act, a copy of every book published in Great Britain must be delivered at the publishers' expense to the British Museum within a month of its publication. A copy must also be delivered if demanded to a named depot in London for supply to the Bodlien Library, Oxford; University Library, Cambridge; the Library of Faculty of Arts, Edinburgh; the Library of Trinity College, Dublin and the National Library of Wales, Aberystwyth. The Act lays down also that, if a publisher fails to comply with this section, he shall be liable on summary conviction to a fine not exceeding £5 and the value of the book and that both shall be paid to the trustees of the library to whom the book ought to have been delivered.

In America.—In America, as many as 12 Copyright Acts existed until 1870 in which year by a new Act, in place of the twelve Copyright Libraries, the Library of Congress was declared the Copyright Library for the whole country and the Librarian of Congress, the copyright officer. The Act provides also that the

printed title of each book to be published should be filed with the Library of Congress before publication. The Copyright Act of America goes a step further than the British Copyright Act in facilitating the importation of foreign publications. All the public libraries may by provision of this Act get free of duty all classes of works whose entry into the country has not been prohibited. They import also English editions of works copyrighted both in America and in England.

In India.—In India, there is no copyright library at present.

The attempts made so far by the Imperial Library have not yielded any result. Therefore I want to make a few suggestions about the particular needs of the copyright library system which should be taken into consideration by those who are striving for a copyright enactment for the country.

1. The vastness of the country and its multifarious vernaculars cannot render possible the efficient working of one central copyright library for the whole of India.

2. In view of more than one vernacular being spoken in the provinces, central libraries even on the provincial basis will be of little use.

3. The alternative that may receive attention is the organisation of a central library for a region on language basis with the copyright privileges for the particular area.

There should also be a central library for the whole of India which should have copyright privileges for works published anywhere in India.

Thirdly, the University Library of the particular region should also enjoy the copyright privileges since it caters to the needs of very useful members of the society. In the interests of the University Library a copy is to be delivered to it only on demand.

NATIONAL LIBRARIES OF THE WORLD
and
OUR IMPERIAL LIBRARY

By

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In a recent book "*National Libraries of the World*" Mr. Arundell Esdaile, the Secretary of the British Museum, gives a comprehensive review of the history, administration and public services of the national libraries of Great Britain and Ireland, Continental countries, North and South America, China and Japan.

We in this country may wonder why the Imperial Library at Calcutta which is supposed to be our national library is not included in the book. It cannot be that the author is ignorant of the existence of that Library. (The Secretary of the British Museum must be knowing all the national libraries of the British Empire). A more probable reason is that the Imperial Library does not measure up to the standard of a national library. If my guess is correct, it is not very complimentary to us.

The author does not give a definition of a national library ; but from the libraries he has described in his book, we may form an idea as to what constitutes a national library.

Neither size nor number of volumes is the most essential feature of a national library. The national libraries of Milan or Mexico, Palermo or Peiping are as much national libraries as the British Museum or the Bibliothecque Nationale although the volumes in the former are counted only by hundreds or thousands whereas the volumes in the latter are counted by millions. Nor are their location, housing and use considered to be of primary importance. It is not, however, contended that these are absolutely inconsequential factors. In popular imagination, the importance of the British Museum is largely due to its four million volumes, its shelf-run of 73 miles, its central location in

the metropolitan city, its wonderful edifice, its huge and magnificent circular reading room and its use by scholars. Similar is the appeal of the *Bibliothèque Nationale* or the Library of Congress. It is not every country, however, that can boast of such huge collections of books, periodicals and manuscripts or such stately library edifices in their capitals. Compared to that of British Museum which has four million volumes or the *Bibliothèque Nationale* which owns 46,25,000 volumes or the Library of Congress whose figures are given as 53,48,206 volumes, the figures of the national libraries of Scotland (8,00,000 volumes), Wales (5,00,000 volumes), Ireland (3,00,000 volumes), Switzerland (6,00,000 volumes), Czechoslovakia (8,17,000 volumes), etc., are not at all impressive. Yet those two are considered to be national libraries of first-rate importance. Why? Simply because they all represent collections worthy of their nations.

What then makes a national library? Or when does a library assume national importance? What are its essential features? The answer must be viewed in the light of the history of national libraries. Very few national libraries have been built in a year or two, or in a decade or two, or even in a century or two. They have been the creations mainly of generations of enlightened rulers and governments who have lavished not only a great deal of their time and energy but also a goodly portion of their private or state finances for collecting and storing the library treasures of their country as well as that of other countries. An analysis of the national libraries of the world reveals the following facts.

(1) Their nucleus (with a few exceptions) is to be traced to a royal library or libraries which a few enlightened and benevolent monarchs built and nourished as their own for a long time and then bequeathed to the nation at large or became the property of the nation when monarchy was abolished.

(2) The monarchs themselves or the governments concerned endeavoured to make these libraries the literary treasure houses of the nation by giving large subsidies for the purchase of valuable books and manuscripts as well as by conferring upon them legal

deposit rights for all books published in the country. There are quite a large number of cases in which the royal or government subsidies were extraordinarily munificent. In regard to legal deposit rights, practically every civilised country has enforced it. France had it as early as 1527, Austria in 1697, Prussia in 1699, Great Britain in 1814 and U. S. A. in 1897. The deposit law of these countries makes it obligatory on all publishers of the country to present a copy or copies of books published by them to their national library or libraries.

(3) Private benefactors and book-collectors have also contributed a great deal towards the enrichment of national libraries either by giving large donations or by making a liberal presentation of their valuable collections.

(4) The libraries are usually housed in state capitals in buildings worthy of them. In case where there are more libraries than one, they may be found in other important cities.

(5) Their administration is directly in the hands of the central government which spends a considerable portion of its revenue not only for its up-keep and maintenance, but also for the purchase of valuable literary treasures and up-to-date standard works.

(6) Their use is rather restricted. They do not usually cater to the public in general; but are open only to scholars and serious students who may not find the material they require in ordinary libraries.

(7) The nature of their collection is perhaps the most unique feature of all national libraries. All the important literary treasures of the country and sometimes a few of the other countries also are found in them. Some of them are quite unique and not obtainable elsewhere.

In the light of the above mentioned facts let us now examine the Imperial Library at Calcutta.

Unlike the national libraries of other old countries, the origin of the Imperial Library cannot be traced back to any royalty in this country. We have had, no doubt, monarchs particularly during the Moslem period who built great royal

libraries and placed them at the disposal of scholars. But our present Imperial Library does not owe its origin to any of them. They were all destroyed by Nadir Shah in 1739 and their contents carried away to Persia. There is no record of any monarch having built a library after that date; nor do we hear of even the semblance of a national library till the present Imperial Library was established. And it is almost certain that not even a single volume of the great Mughal Imperial Library at Delhi or of any other royal libraries has become the possession of the present Imperial Library at Calcutta.

We need not, however, attach any great importance to royal origins of libraries. Some of the important national libraries of the world have had no royal origin, patronage or tradition, although it must be admitted that those that grew up under royal patronage and care are in certain respects much richer in their contents than others. Our Imperial Library too perhaps would have taken an equal rank with these if it was fortunate enough to receive a similar patronage; but it had no such luck. Nor did it receive any great liberal subsidy from the Government at any stage of its existence. A legal deposit right, which would have cost government practically nothing, has never been conferred on it. Of private benefactions either by way of money or of valuable collections, it knows very little. Consequently, we do not find among its collections either the literary treasures or the literary trash of this country. It does not represent our national literature.

A few facts from the Report of the Imperial Library for 1933—34 will perhaps give us a fair idea as to how much care is being lavished upon this national institution. The grant for the purchase of books and periodicals was Rs. 8,000 (An ordinary municipal library in Great Britain or U. S. A. spends several times this amount for the same purpose). The total number of additions was 10,158 volumes, of which 8,120 were government publications. Donated volumes numbered 782. The actual number of volumes purchased by the Library was, therefore, 1256. Papers, periodicals and Gazettes received in the Library were 363 of which only 95 were purchased by the Library.

Compare this with the figures of another national library, e.g., the Library of Congress at Washington which too never had any royal patronage. The appropriations for 1932—33 for the purchase of books and periodicals were \$130,000 exclusive of \$50,000 for the Law Library and of \$90,000 for books for the blind. In 1930—31 a special appropriation of \$1,500,000 was made for the purchase of a special collection. It is worthwhile remembering that not even a cent of all these appropriations is spent on books published in the country which are all obtained free by the legal deposit act. All appropriations are utilised either for purchase of special collections or of books published in other countries which are not obtained on an exchange basis.

It has been pointed out that the most unique feature of a national library is the nature of its collection. If that is so, our Imperial Library does not in any way measure up to the standard of a national library. While I have no doubt that it contains some valuable materials, I venture to assert that it has only a very small fraction (not a very important fraction either) of the literary treasures of this country. Our country has all along been very liberal with her literary treasures. The Chinese traveller Fa-Hien of the 4th century seems to be the first person to take advantage of our liberality. From his time on, the tradition of liberality was well-kept up with the result that some of our most valuable literary treasures are to-day to be found in China, France, Germany and Great Britain. One should expect a national library to be a depository of the national literary treasures; but alas our Imperial Library is not. And even to-day there is no attempt to collect what is remaining in the country.

Even from the point of view of mere number of volumes and housing, the Imperial Library presents rather a poor show compared to the other national libraries of the world. Two or three laes of volumes chiefly made up of government publications and gifts (which are not of any extraordinary value) are not to be considered a great collection for a national library in these days. Many of the ordinary municipal libraries of the West possess more volumes and in some cases more valuable volumes,

Although the location and housing of a national library need not be considered as matters of primary importance, we find that practically all the national libraries of the world are located in their capitals (exceptions are to be found only in those countries which have more national libraries than one) and that they are housed in buildings worthy of them. Our Imperial capital is adorned with stately buildings but there is not a single edifice there which represents our national culture or houses our literary treasures. The present Imperial Library has not got even an independent building of its own ; it forms part of other government offices.

For these reasons, it looks almost ridiculous to compare our Imperial Library with the other national libraries of the world. Perhaps a few suggestions to improve it will not be out of place here.

(1) The Central Government should change its present attitude towards it and make up its mind to raise it to the level of a truly national library.

(2) It should be given large subsidies for a few years to come for the collection of as many literary treasures as possible.

(3) A legal deposit act should come into force and it should receive all books published in the country free of charges.

(4) There should be a liberal annual grant for the purchase of standard works in English and other important languages as well as for the administration, up-keep and maintenance of the Library.

(5) There should be a decent edifice, preferably in the Imperial capital, to house the Library.

May we hope that these suggestions will be seriously considered in the near future by the authorities concerned.

A PUBLIC LIBRARY IN THE MODERN WORLD.

By

M. HAMIDUZZAFAR, B.A.,

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The modern conception of a Public Library is rather different from what it was in the past. It is neither a "Monument of Vanished Minds", which has lost its appeal through lapse of time, nor a "Temple of Literature", for the worship of a "Chosen few". At present, it is considered to be a social institution and its life or usefulness is governed very largely by the changing social conditions and in turn it assists society to advance its own social aims. The modern librarian realizes its educational as distinguished from its storage functions, and as such he thinks in terms of service to readers, scholars and community instead of collecting and preserving books as in former days. Thus "any Library which has been officially charged with the responsibility or has voluntarily assumed the responsibility of providing free library service of a general nature to a particular community or to a more or less definite portion of it, is considered to be a Public Library". The essential point being that it should be free to all members of the community on equal terms.

Our Libraries have been misunderstood and neglected for years by our governments but the old order changes and the change from the old to the new has been so gradual that very few governments have felt the importance and necessity of the new functions and requirements of libraries in modern days. Now-a-days, the library is an important agency of popular education, which plays a great part as an instrument of popular and adult education. Education is the birth-right of every citizen and every government is charged with the duty of educating its citizens and the poor and the rich should alike get equal educational opportunities. There should be no good book that is not avail-

able to everybody who wants to read it. The education of a citizen is the interest of the country to which he belongs and if we intend to be a nation, we must regard education through libraries as a national problem ; because the excellence of a nation rests with the excellence of the individual. As Dr. Melvil Dewey observes, " where suffrage is universal, ignorance must not be general ".

There are several advantages in Library education—you get it yourself and you get it through books—you read widely, independently and at your own leisure and in a friendly atmosphere. This benefit the library gives and gives in a way far better than that of a University. While the education imparted by universities is limited ; —the desire to secure degrees and the fear of examinations, all these go to lower down the effectiveness of University education, in comparison with the library as an institution of popular education. Besides, schools and colleges teach only how to use books, but various governments spend crores of rupees on teaching their younger generation the use of books, and very little to provide their people with books! But it is no use having many schools and colleges and few libraries ; fourteen years' schooling is not enough, the education should be continued all through life to reach the ideal of citizenship.

To make the library an attractive place and to give it a friendly atmosphere, love of reading should be created. It cannot be taught or forced as is done in schools and colleges, but is created through book-mindedness. Develop the social attitudes of the reader by encouraging the " library-habit ". Create in him new demands and interests that will, in turn, give stimulus to different ones. Give him reading guidance and try to put before him wide opportunities for recreational and informational reading on all phases of human life and that informational service should be based on educational lines. If this is not done it means that the Librarian and his staff do not function and the government's money is not wisely spent. The most effective service is performed by a trained and efficient staff. The day is no more, when any person in the street could have been turned into a

Librarian. Now it is a more important job than merely handling books on the shelves. The Librarian must be trained and efficient, if he is to be a real educational force in society. Because "Education is a service and all the educators must be specialists in their line."

To-day the volume of knowledge is boundlessly increasing and the variety of subjects has expanded till it has become too large for any one individual to assimilate it all. The only way through which the human being can adjust itself to the continually growing volume of knowledge is through specialisation; none can deny that specialisation has greatly added to the knowledge of the world.

To increase the general usefulness of libraries and make them a real factor in the solution of every problem, their services have to be extended. In order to comply with the needs of a country, libraries to-day must have more and better books. They must have books of enduring worth rather than those whose utility is ephemeral. To do this the organization of libraries must be completely modified. Through co-operation with various educational institutions and through modernization, specialization and efficient staff, libraries can render more effective service. To extend the library service in this country, as has been achieved in England by the National Central Library, a Federal Agency of Libraries should be created, as no federal office of education can spread education throughout the country without such an agency. Under this scheme every province or state will have a distributing centre for the province or state respectively, and the whole group of libraries in the area will increase their effectiveness without any addition to their overhead charges. Thus every resident of India will have, through interloan, at his service any book he may wish to read, even if it may be a rare or an expensive one. This plan will serve as an asset to the national education and it will equalize educational opportunity throughout the nation—which is one of the basic principles of a federal government. Thus we will have the majority of the people conscious of their personal growth in

consequence of the service of libraries throughout the country and the Public Library will be recognised as the foremost potential agency for continuing popular and adult education in the country, which in fact is its true role in a community.

We hope to deal with the topics of "The Interloan System" and "The Federal Library Scheme" at greater length on some other occasion.

APPENDIX VII.

**Resolutions adopted at the All-India Library Conference
held at Delhi from the 22nd to the 24th December, 1937**

1. Resolved that this Conference places on record its deep sense of grief and sorrow at the irreparable loss that the library movement has sustained through the death of Dr. A. C. Woolner, a great library worker, the Chairman of the Council of the I. L. A. and President of the Lucknow session of the All-India Library Conference.

2. Resolved that this Conference places on record its deep sense of sorrow at the death of Mr. Newton Mohan Dutt, one of the pioneer workers of the Library movement in Baroda; and of Professor Ghoshal of Bhopal, a member of the Indian Library Association.

3. Resolved that this Conference once more requests the Central and Provincial Governments and the Universities to grant to the librarians working in libraries under their control full facilities for attending the library conferences organised by the I. L. A.

4. Resolved that all the Universities be requested to urge upon the colleges affiliated to them to take necessary steps for the re-organisation of their college libraries on modern scientific methods, and employ only those persons who have received training in the science of librarianship; and where necessary, the Universities may render financial help to the said institutions in order to make a start in the way suggested.

5. Resolved that the Central Government be requested to take effective steps to ensure that only trained librarians are appointed to the vacancies that may henceforth occur in departmental libraries and the libraries of their attached and subordinate offices.

6. Resolved that the Federal Public Service Commission and the Provincial Public Service Commissions be requested to recruit only trained librarians when requested to do so by any of the Departments or Governments; and if necessary, they may seek the help of the Indian Library Association in this matter.

7. Resolved that all Provincial Governments be requested to issue necessary instructions to all the District Boards in their respective Provinces to render financial help to such deserving libraries as may require it, so that these libraries do not lose their utility for paucity of funds.

8. Resolved that the Provincial Governments be requested to include the establishment of libraries as an important factor of their rural uplift programme, and in order to give it practical shape, they should take steps to set up rural libraries for the maintenance and furtherance of the educational and cultural level achieved through schools, colleges and other educational institutions.

9. Resolved that the Provincial Governments be requested that, having regard to the general desire among librarians and the educated public, they should take early steps to establish provincial copyright libraries for their respective Provinces, wherein all sorts of publications whether books, pamphlets or periodicals, published in that province, and inclusive of official publications, be collected and preserved for the use of the public and research workers.

10. Resolved that the Indian Library Association be requested to set up a committee on which the existing library training centres be presented to examine the curriculum, etc., of those centres with a view to achieving standardization and uniformity in library training.

11. Resolved that the Provincial Library Associations be requested to arrange for a comprehensive survey of all rural and urban libraries in their respective areas in all the aspects of library administration, including the staff.

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